DOCUMENT RESUME

ED 395 169 CE 071 612

| | |
|---|---|
| TITLE | GED Plus: Transition to Training Model Project. PY95 Final Detailed Report. |
| INSTITUTION | Austin Community Coll., Tex. |
| SPONS AGENCY | Texas Higher Education Coordinating Board, Austin. |
| PUB DATE | 15 Aug 95 |
| NOTE | 106p. |
| PUB TYPE | Reports - Descriptive (141) |
| EDRS PRICE | MF01/PC05 Plus Postage. |
| DESCRIPTORS | Adult Education; *Adult Programs; *Articulation (Education); Career Awareness; *Career Counseling; Computer Literacy; Educational Counseling; *High School Equivalency Programs; Lifelong Learning; Models; Orientation; Orientation Materials; Program Development; Program Effectiveness; *Transitional Programs; Vocational Evaluation; Workshops |
| IDENTIFIERS | *Austin Community College TX; *General Educational Development Tests |

ABSTRACT

To provide transition opportunities for adult education students while preparing them for their General Educational Development (GED) test, Austin Community College (ACC) developed a program called GED Plus. A variety of information sources, including orientation sessions, brochures, telephone inquiries, and site visits to partner agencies, were made available to students to prepare them for one of at least three options: immediate employment, further training/education, and lifelong learning. Among the project's major outcomes were the following: 160 students attended a GED Plus program orientation session; 103 students enrolled in the adult education component of GED Plus; 30 students completed the entire GED test battery; 103 students participated in at least one career development workshop; 5 students enrolled for and completed ACC's spring 1995 semester; 19 students have registered for ACC's fall 1995 semester; and 13 students entered employment during/after completion of their adult education activities/GED certificate preparation. (Appendixes constituting approximately 90% of this document include the following: a program schedule; publicity materials; sample program evaluation forms; description of the program workshops and student comments regarding them; and student handouts distributed during the workshops, including handouts on critical thinking, self-evaluation, decision making, problem solving, and communication skills.) (MN)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 395 169

PROJECT NUMBER 5514009

TITLE OF PROJECT: GED PLUS: TRANSITION TO TRAINING

PY95 FINAL DETAILED REPORT ON

GED PLUS: TRANSITION TO TRAINING MODEL PROJECT

DATE OF PUBLICATION: 8/15/95

SUBMITTED TO
THE TEXAS HIGHER EDUCATION COORDINATING BOARD

FUNDED THROUGH
THE CARL D. PERKINS TECHNOLOGY ACT OF 1990

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S Calvert

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE071612



BEST COPY AVAILABLE

PY95 FINAL DETAILED REPORT ON
GED PLUS: TRANSITION TO TRAINING MODEL PROJECT

TABLE OF CONTENTS

I. Report of Work Accomplished

II. Evaluation Results

III. Final Comments

IV. GED PLUS Brochure

V. GED PLUS sample calendar of events

VI. Flyer for First Annual Career Fair

VII. GED PLUS "College Day"
- flyer
- overview
- invitation
- sample evaluations from student/faculty
- article from college newspaper

VIII. GED PLUS Orientation Workshop Curriculum
- instructor's guide
- handouts
- student evaluations

AUSTIN COMMUNITY COLLEGE
GED PLUS: TRANSITION TO TRAINING

FINAL DETAILED REPORT:

WORK ACCOMPLISHED

In the application for the Carl D. Perkins Discretionary funds, Austin Community College stated that the GED Plus program would provide transition opportunities for adult education students while preparing them for their GED, to allow at least three options: immediate employment in the student's chosen career area, further training or education that may lead to a certificate or degree, and lifelong learning.

This narrative program evaluation will address the goals and objectives outlined in **Part C: Operational Format** of the proposal and will include anecdotal information relevant to measuring program effectiveness.

**OUTCOMES:**

- 160 students attended an orientation session where they learned about the GED Plus program
- 103 students enrolled in the adult education component of GED Plus
- 30 completed the entire GED test battery
- 103 participated in one or more career development workshops
- 5 were enrolled in college for the Spring 1995 semester (5 completed the semester)
- 19 are registering to attend college for Fall 1995- Several have applied for and been approved for Federal Financial Aid
- 13 entered employment concurrent with or upon completion of the adult education activities/GED certificate preparation

**OBJECTIVE A: RECRUITMENT**

ACC's GED Plus program provided information through orientation sessions, brochures, telephone inquiries and on-site visits to partner agencies including:

Texas Department of Human Services JOBS program, Austin/Travis County Private Industry Council, Texas Employment Commission, Del Valle Even Start program, Rosewood Area Youth Services (RAYS 78702), and local alternative high school programs.

Well over 160 individuals received this information, as documented by sign-in sheets on file and telephone logs. Moreover, 103 went on to begin the formal intake process and pursue enrollment in the GED Plus program.

**OBJECTIVE B: RETENTION**

GED Plus staff placed significant emphasis on the retention of participants through training workshops, support services, and one-on-one counseling. The goal was to retain the students as they worked towards their GED certificate, and to assist them with enrollment into college preparatory courses, vocational/technical training courses, or appropriate employment concurrent with their adult education activities or upon completion of the GED certificate.

One GED Plus activity designed to enhance student retention was the GED Plus workshops. One workshop in particular, the GED Plus Orientation Workshop, was designed to prepare students for the changes that continuing their education would bring to their lives, and to equip them with information to access the available resources they might need. This activity fostered a sense of community among the GED Plus participants which we believe gave them stronger motivation for attending their classes regularly and achieving to their potential. Students evaluated each day of the workshop and completed a final evaluation at the end of the workshop series. The student responses from the evaluations have been compiled and indicate that students felt that they had gained many useful strategies and that others would benefit from the workshops. (See attachment "GED-PLUS ORIENTATION WORKSHOPS," which contains instructor and student comments.)

Once students completed the GED Plus Orientation Workshop, they began to meet regularly with the Recruitment and Retention Specialist who reviewed their action plans with them and made changes as needed, reviewed the academic standing and progress toward a degree/certificate for the college enrollees, and documented these contacts with students and any referrals or services provided.

Due to both the low basic skills levels of many of the GED Plus participants and to the number of personal crises faced by the students, we found that retention of the participants was the most challenging aspect of the GED Plus program. The Recruitment and Retention Specialist was called upon to listen to, counsel, and refer students facing a variety of personal, family, and financial difficulties.

Fortunately, ACC has a commitment throughout the college to recruit and retain disadvantaged students. The Support Centers have counselors who can do more in-depth personal counseling; one counselor in particular is working on a "12-Step Program" for college students that is designed to help the students deal with the personal issues that get in the way of their success in college. GED Plus staff have made and continue to make every effort to familiarize our students with these counselors and services so that they can use them now and so that they will have

a safety net when they encounter difficulties later in their college experience. The Special Populations Director, who works within the Student Development department, will add the GED PLUS students to the list of special populations to be tracked within the college system, so that the GED Plus program can have long-term retention data. Additionally, the Office of Institutional Research will be able to track the long-term retention data for the GED Plus participants who entered college courses at ACC.

**OBJECTIVE C: COMPREHENSIVE ASSESSMENT**

ACC's GED Plus program has a system for assessing students that is customized and which helps the students set educational and career goals: The Test of Adult Basic Education (TABE), the Comprehensive Adult Student Assessment System (CASAS), portfolio assessment, GED practice tests, the ACC academic assessment, and the interest, abilities, and work values assessment administered by the Adult Career Exploration Services are all components of a comprehensive assessment used by GED Plus staff as determined appropriate for the individual.

GED Plus staff were trained in the use of the CASAS for the Life Skills, Employability and Workplace series which use a system of competencies to certify acquisition of basic skills and proficiencies for the purpose of targeting instruction to the individual needs of the learners in both academic and vocational/technical training programs.

ACC's Adult Education department intends to use the CASAS system program-wide this fall, and GED Plus staff will be coordinating our in-house training for all adult ed staff. We will continue to use the Test of Adult Basic Education as an additional means of assessing students as they enter the program, however, because we can correlate it to the CASAS and because many of our partner agencies still use grade levels as a means of determining student achievement.

**OBJECTIVE D: SUPPORT SERVICES**

One of ACC's primary objectives when establishing the GED Plus program was to consolidate and utilize the support services currently in place within ACC's infrastructure to better serve secondary adult education students who desire higher education and technical training to enhance future employability skills. To this end, the GED Plus project has established cooperative relationships with the following departments at ACC:

1. **The Student Development Department** (the Support Center, in particular) has provided educational planning, career counseling, personal counseling, as well as special services for students with disabilities, non-traditional students, women and minorities. The Support Center staff at the Eastridge, Riverside and Northridge campuses have scheduled sessions for individuals and groups from GED Plus to work through the advising, college registration and financial aid application process.

2. **The Adult Career Exploration Services (ACES) Department** has provided career interest, abilities, and work values assessment at no cost to GED Plus students. Their staff have come on-site to the Eastridge campus, and have also offered assessment and interpretation/counseling sessions in their office at ACC District Administrative Offices. GED Plus students received a copy of the results of the assessment and continued their career exploration in the ACES library, where they had access to occupational information, local labor market information, job opening announcements, a scholarship data bank, ACC certificate and degree program information, and personalized assistance.

3. **The Parallel Studies Labs** provided the opportunity for GED Plus students to learn keyboarding skills, practice word-processing, and to receive computer-assisted instruction. Perhaps more importantly, it gave many adult students their first exposure to computers in a non-threatening environment. In the past, ACC adult education students had not been able to access this important support service; moreover, the adult education department has not had the financial resources to purchase the computers or software necessary to establish our own computer lab. As a result of our new cooperative arrangement, the Adult Basic Education and Parallel Studies departments are actually sharing some software and the Eastridge Parallel Studies lab rarely sits empty. Additionally, many adult ed staff have had their first exposure to computer-assisted instruction.

4. **The Learning Resource Services** (LRS) offer students access to library and media materials. Many adult education students do not have public library cards and furthermore, are too intimidated to use the public libraries. At ACC, GED Plus students have been able to use reference materials, check out materials, watch videotapes, and use the LRS computer lab as well.

The GED Plus project at ACC has allowed us to open some doors within the college that were previously closed to adult education students. We believe that by giving students access to these vital support services, we are improving their chances for success both in our adult ed program and in any post-secondary education, training, or employment activities they pursue.

**OBJECTIVE E: LINKAGES**

The GED Plus project staff have taken steps to strengthen the involvement of community agencies, social services and area businesses for the benefit of project participants. Specifically, through our partnership with the Texas Department of Human Services JOBS program, GED Plus has been able to offer the transition services for adult education students at the four JOBS sites. DHS has provided the child care and transportation assistance necessary to make this linkage work. Additionally, GED Plus services were provided to participants from the Del Valle Even Start program who had their child care and transportation needs addressed by the Even Start program.

We have maintained contact with ACC's Center for Career and Business Development so that our program could respond to labor market needs by having our students prepared to take advantage of ACC's block time and applied science programs and any job training opportunities available in the community. Additionally, GED Plus helped coordinate the first annual Career Fair for adult education students at the ACC Eastridge campus in 1995. Response from both students and employers was very enthusiastic, so we anticipate another Career Fair in 1996.

GED Plus students at the RAYS 78702 site had the opportunity to participate in a three-week career assessment and job-readiness workshop in April/May which culminated in a series of mock interviews with local employers and a mini job fair. This brought students face to face with employers who were looking for summer or permanent employees.

**OBJECTIVE 6: TRANSITION TO TRAINING & LIFE-LONG LEARNING:**

The highlight of the fourth quarter was the GED Plus-sponsored event "College Day." GED Plus staff coordinated with the ACC Student Development department to bring together representatives from ACC's Applied Science programs (representing 5 campuses) and student services such as Admissions, Financial Aid, Adult Career Exploration Services, Project Promise, Parallel Studies, Learning Resource Services and the Support Center. Over one hundred students and close to twenty ACC faculty/staff participated. Students were exposed to the many block-time, certificate and associate degree programs that can prepare them for jobs in the Austin economy. (See "College Day" under Table of Contents.)

All of the GED Plus workshops were aimed at awakening the students' desire for more knowledge and education. The GED Plus instructor covered such themes as:

Setting Goals  Community Resources  College Resources
Connecting Study Skills to Careers  Time Management
Job Interviews  Stress Management  Test-taking Skills
Problem-solving  Math tips  Critical Thinking Skills
Communication Skills  Dialects and Culture
Parenting & Relationships  Lectures and Notetaking

In addition to GED Plus workshops, the program offered field trips to other ACC campuses. We found that this helped students begin to overcome their fear of the unknown in a college campus environment. Additionally, they were once again exposed to a close-up look at several different training programs in action.

While only a handful of GED Plus students attended college during the grant period, many more are preparing themselves for entry into ACC or another program by Fall 1995 or Spring 1996. The GED Plus program of ACC's adult education department will continue to offer them the vital services needed to make this transition, and the college will be able to track their long-term retention.

**OBJECTIVE G: COMPREHENSIVE COMPUTER-ASSISTED INSTRUCTION**

As mentioned above under "Support Services," the GED Plus project helped students access the Parallel Studies computer lab and the Learning Resource Services computer lab where they have made use of the computers for a variety of activities. Specifically, students have used the Skills Bank 3, the Weaver Reading Program, Mavis Beacon Teaches Typing, WordPerfect and the WordPerfect Tutor. Additionally, we have acquired new software for Social Studies, Science and Math which the GED Plus students have been able to use in the Parallel Studies computer lab. By offering computer-assisted instruction in the content areas as well as exposure to basic keyboarding and wordprocessing, we have addressed students' academic and workplace needs.

The response from students using the computer lab has been very positive, and we will continue to encourage students to integrate use of the computer with their other learning activities. We recently learned of a School-to-Work software program that teaches basic skills in a functional context and which addresses the crucial team-building, problem-solving, and communication skills students need. ACC anticipates adding this software to the GED Plus program activities for the 1995-96 school year.

## EVALUATION RESULTS

A. The **formative** evaluation of the GED Plus project consisted of regular quarterly meetings between the Project Director/Counselor and the ACC Adult Basic Education Director. Additionally, project staff held meetings at least monthly to monitor progress towards goals and to implement corrective action where needed. For example, when project staff realized that many GED Plus candidates were not academically prepared enough to begin college courses concurrent with their GED preparation, we designed a series of career exploration and career development activities that could be offered while they were working on the GED. Field trips to the ACC campuses helped students begin to visualize their goals and to stay motivated in class.

B. The **summative** evaluation consists of all of the data in this narrative report as well as the quarterly written reports sent to the Texas Higher Education Coordinating Board. Additionally, a final external evaluation was conducted which consisted of identifying the project accomplishments and problem areas in light of the original project objectives. The following is a summary of the findings from the external evaluation:

Major Accomplishments:

- documenting outreach and recruitment to over 160 students
- enrolling 103 students in GED Plus program in the academic remediation component
- designing 15-hour GED Plus Orientation Workshop which was offered 6 separate times throughout the year, and attended by 70 students
- offering two financial aid application assistance sessions
- all 5 students who enrolled in the Spring 1995 semester completed
- 30 students completed the GED and moved on to employment and/or college/training
- field trips to other ACC campuses to see voc/tech and applied science programs in action and to learn about student services
- monthly career assessment sessions scheduled for GED Plus students through the ACC Adult Career Exploration Services
- First Annual Career Fair
- First Annual College Day event
- GED Plus instructor developed math mini-course in response to student requests for more small-group instruction
- GED Plus students used the ACC Parallel Studies computer lab, a first for the adult education department which has led to continued cooperation and collaboration between the two departments
- several students met individually or in small groups with Eastridge campus Support Center counselors for career and academic planning assistance

- the GED Plus project has had program-wide impact ranging from how ACC's Adult Basic Education department offers orientation services, assessment, program development, instructional delivery, and follow-up, as well as how this department interrelates with the rest of the college
- Adult education students have begun voicing their concerns to instructional and counseling staff, rather than walking out of the program without their needs being met

Problem Areas Identified:

- academic levels of most GED Plus participants wre too low for college enrollment
- some difficulty was experienced with retaining students in the academic remediation component
- lower turnout than expected for some of the field trips and mini-workshops
- need viable transition options besides ACC enrollment for students wanting to pursue voc/tech training or OJT elsewhere
- mentoring program never fully established
- need to be more systematic in helping students access Support Center resources
- need for more guidance with students undergoing career exploration and career decision-making activities

Finally, the twelve (12) evaluation procedures listed in Part D: Evaluation Plan have been completed and documented as part of the GED Plus project operations.

## FINAL COMMENTS

The GED Plus project was originally designed to serve the adult education student who was already functioning at a level high enough to access college courses concurrently with academic preparation for the GED certificate. During the course of, conducting comprehensive assessment, we learned that very few of the GED Plus program candidates had already achieved a 9th grade level in reading and math; consequently, we had to target our instruction to meet the needs of students with lower academic levels.

In terms of providing transition services for the GED Plus participants, we decided to focus less on **concurrent** academic remediation and college classes/training, and to provide more in the way of vocational assessment, career and occupational awareness, computer literacy, field trips to college campuses, and job-readiness skills. This approach enabled us to keep a focus on **transition and life-long learning** and to address the academic and affective needs of our program participants. The area in which we still need to improve is that of having short-term skills training opportunities we can offer the students through the college or local businesses while they are still in academic remediation.

Because the GED Plus project addressed a serious gap in adult education services at ACC, it became a very popular program at the college and received a lot of inquiries and interest; consequently, we have made the commitment to expand the services and to offer these special transition activities to our entire adult ed population beginning this September when classes re-open. Our first priority, of course, will be to help our existing GED Plus students make the transition to the next step in their education/career plan.

**Adult Basic Education (ERG)**
**Room 201 929-6123**
**8:00am-5:00pm Monday-Friday**

**Adult Basic Education (ABE)**

**English as a Second Language (ESL)**

**General Education Development (GED)**

**Competency-Based High School Diploma (CBHSD)**

**GED Testing Center**
**Room 214 929-6126**
**4:30pm Monday - Thursday**
**7:50am Saturday**

**Student Development Support Center**
**Room 129 929-6100**
**8:00am-5:00pm Monday - Friday**

BEST COPY AVAILABLE

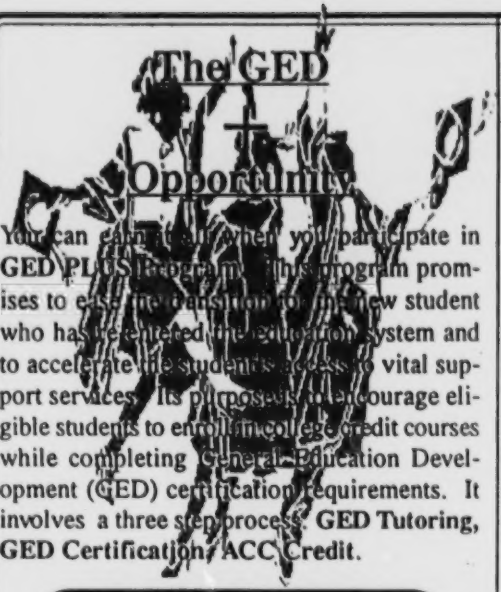
GED PLUS is brought to you by the smiling faces who make up the staff of administrators and instructors of Austin Community College's Adult Basic Education Department

AUSTIN COMMUNITY COLLEGE

The GED PLUS Program is a joint effort between the Austin Community College Adult Basic Education program and the Student Development Support Center at the Eastridge Campus.

# GED PLUS

# The GED + Opportunity



You can earn it all when you participate in **GED PLUS** Program. This program promises to ease the transition for the new student who has re-entered the education system and to accelerate the student's access to vital support services. Its purpose is to encourage eligible students to enroll in college credit courses while completing General Education Development (GED) certification requirements. It involves a three step process: **GED Tutoring, GED Certification, ACC Credit.**

## GED Tutoring

This program is for the adult whose high school education was interrupted. These tutoring classes can take you from the 9th to 12th grade level at your own pace and will help you prepare for the GED test. Day and evening classes meet Monday through Thursday at the Eastridge campus. During enrollment in the GED Tutoring Program, you will go through preliminary assessments in the areas of reading, math, and writing. A GED counselor will advise you, on the basis of these preliminary assessments, to continue GED testing preparation and/or proceed with GED testing. GED classes are free--there is no charge for books nor materials.

## GED Certificate

To earn a GED Certificate, you must pass tests in the areas of writing, social studies, science, reading, and math. You may take any or all the tests when you are ready at the GED Testing Center. Each test will be scored by the GED Examiner (with the exception of the Writing Test which must be forwarded to the University of Texas at Austin). You must achieve a minimum score of 40 on each of the five parts of the GED test or an average score of 45 on all five parts of the test to earn your GED Certificate.

## ACC Credit

You may be eligible to enroll in college credit courses **prior to receiving your GED Certificate.** Upon successful completion of both the Official Writing and the Official Math GED tests, you will be referred to an ACC counselor for academic advisement and college enrollment planning. The counselor will assist you with career counseling and course selection and provide information on other ACC services. GED Plus students must complete GED Certification requirements prior to the end of their first semester as ACC students to retain eligibility.

## PLUS Benefits

An additional benefit for individuals not seeking a college degree is that this program can assist you in meeting an enlistment requirement for U.S. military service--successful completion of fifteen semester hours of college level credits.

## PLUS Courses

English, Math, Psychology, Computer Literacy, Physical Education and Sociology are among the courses from which you may choose.

## PLUS Requirements

To participate in GED PLUS, you must be enrolled in Austin Community College's ABE/GED Program and you must be at least 17 years of age and out of school. You may register at any time of the year.

**For More Information Call:**

**GED PLUS Program**

Adult Basic Education

929-6123

Eastridge Campus

4100 Ed Bluestein

# March, 1995
# GED PLUS

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | | 1<br>Ash Wednes.<br>Workshop 2<br>8:30-11:30 a.m<br>Rm. 217 | 2 | 3 | 4 |
| 5 | 6<br>Workshop 3<br>8:30-11:30 a.m<br>Rm. 217 | 7<br>Financial Aid Presentation<br>10:00 - 12N<br>Rm. 217 | 8<br>Workshop 4<br>8:30-11:30 a.m<br>Rm. 217 | 9<br>PIC Intake Specialist | 10<br>ABE Orientation<br>8:15-11:30 a.m.<br>Rm. 106 | 11 |
| 12 | 13<br>SPRING BREAK<br>(13th - 17th)<br>BEGINS!!<br>No Classes...<br>Office Closed | 14<br>Office Closed | 15<br>Office Closed | 16<br>Office Closed | 17<br>St. Patty's Day<br>Office Closed | 18 |
| 19 | 20<br>Office Open<br>Mon.-Thurs.<br>Classes Resume | 21<br>Tues. & Thurs Classes Resume | 22<br>New ABE/GED Students begin class | 23 | 24 | 25 |
| 26 | 27 | 28<br>ACES Assessment<br>9 a.m.-1:30p.m.<br>DAO Rm. 201 | 29 | 30 | 31 | |

*Spring is a time of new changes.*
*What changes are there for you?*

# May, 1993

## Lets Celebrate!!

## GED PLUS

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 Cinco de Mayo | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 ACC Graduation | 13 Spring Semester Ends! |
| 14 | 15 | 16 GED PLUS Math Course Begins. 10a.m.-12p.m. | 17 | 18 ABE Pot Luck! Math Course End of 2nd telephone registration for summer | 19 | 20 |
| 21 | 22 GED PLUS Workshop Session 1 No Math courses this week! | 23 GED PLUS Workshop 2 Late registration for all sessions (23rd-25th) | 24 Workshop 3 | 25 ACC College Day ERC Campus 11:00-2:00 Last day for Late Registration | 26 Workshop 4 (last one) Last day for 100% refund for students withdrawing 6,9 &11 weeks. | 27 |
| 28 | 29 Summer classes begin (1st six week 9 & 11 weeks) | 30 Math Course resume 10a.m.-12p.m. | 31 | | | |

Summer is around the corner.

What are your plans?

# REACH for the STARS

## A Career Fair

*Sponsored by:*
Austin Community College
Adult Basic Education Department

**WHERE?**
Austin Community College
Eastridge Campus
4100 Ed Bluestein Boulevard
(HWY 183 & MLK)

**WHEN?**
Thursday, January 26, 1995
9:30 a.m. to 1:30 p.m.

*Learn about opportunities with the following employers:*

3M
Target Stores
National Guard
BFI
Nations Bank
Tracor, Inc.
Dell Computer Corporation
Advanced Micro Devices
ACC ACES
IBM
HRMD Travis County
Manpower, Inc.
U.S. Army
Northwest Airlines
City of Austin
Vogue Beauty College
Private Industry Council
AC/Heating/Plumbing/Electrical
Texas Rehabilitation Commission
State Farm Insurance
Motorola, Inc.
U.S. Air Force
Seton Hospital
Austin Urban League
Austin American-Statesman
Texas Department of Human Services
Texas Employment Commission
Travis County Adult Literacy Council

*....and others!!!*

**Come and join us for an informative morning! All Students invited!!!**

# Attention, Attention

Don't miss ACC's
COLLEGE DAY
Thursday May 25, 1995
11:00 a.m. - 2:00 p.m.
at the Eastridge Campus.
Find out about:
Applied Science &
Vocational/Technical Programs.
Plus: Admissions, Financial Aid
& Student Services.

## OVERVIEW OF COLLEGE DAY

11 am - 1:30 pm: Ongoing registration and Welcome

11:00 and every half hour: ACC video (10 min), brief orientation and tour of Eastridge (Room 125)

11:30 - 2 pm: Students visit the "mini-campuses" and meet with representatives from the programs and departments to ask questions and pick up brochures and other information

12:00 - 1:30 Light refreshments in the Student Lounge

## PROGRAMS/DEPARTMENTS PARTICIPATING

Student Services/Administrative:

Student Recruitment/Admissions
Financial Aid
Parallel Studies
Learning Resource Services
Adult Career Exploration Services (ACES)
Student Development/Support Center
Project Promise
Current ACC students who are GED graduates

Associate Degree/Certificate Programs:

HEALTH SCIENCES:

Radiology Technology
Medical Lab Technology
Paramedic Technology
Diagnostic Medical Sonography
Associate Degree Nursing
Vocational Nursing
Surgical Technology
Occupational Therapy Assistant
Physical Therapy Assistant

TECHNOLOGY:

Electronics
Engineering Design Graphics
Quality Assurance
Technical Communications
Printing and Desktop Publishing

INDUSTRIAL TECHNOLOGY:

Building Construction Technology
Automotive Technology
Air Conditioning and Refrigeration
Welding

TECHNICAL/VOCATIONAL
BLOCK-TIME PROGRAMS:

Automotive
Cosmetology
Horticulture
Home Entertainment Systems Repair
Power Mechanics
Interpreter
Travel and Tourism
Upholstery
Welding

OTHER

Business
Marketing
Child Development
Criminal Justice
Legal Assistant (brochures only)
Computer Information Systems
Fashion
Office Systems Technology
Information and Records Management
Commercial Art
Photography
Graphic Arts
Commercial Music Management (brochures only)

# *An Invitation for You!*

*The GED PLUS Program*
*invites you to:*
*COLLEGE DAY 95'*
*Thursday May 25, 1995*
*from 11:00 a.m. to 2:00 p.m.*
*at the Eastridge Campus.*
*Come find out what ACC*
*has to offer in the areas of :*
*Applied Science*
*&*
*Vocational/Technical Programs,*
+
*Admission, Financial Aid and more.*

student ____

acultty/admin ✓

Sample

EVALUATION

College Day 1995

1. Please rate how well the College Day event met your expectations. (1="a waste of my time"; 10="beyond my wildest dreams")

1 2 3 4 5 6 (7) 8 9 10

2. What **specifically** did you gain from this event?

An opportunity to talk with students and answer their questions

3. What could we do in the future to make College Day better?

11-1 instead of 11-2

You did a good job!

THANKS FOR YOUR OPINION!!

Student X Margaret

Faculty/admin R.I.C.

Sample

EVALUATION

College Day 1995

1. Please rate how well the College Day event met your expectations. (1="a waste of my time"; 10="beyond my wildest dreams")

1 2 3 4 5 6 7 8 9 (10)

2. What **specifically** did you gain from this event?

Information about Medical assistant
Child Care

3. What could we do in the future to make College Day better?

everything was very interesting

THANKS FOR YOUR OPINION!!

Courier
FACULTY/STAFF NEWSLETTER
Vol. 4 No. 7
August 1995



# Building Bridges

by Paul Duffy

A gulf exists between a student's commitment to complete the GED and a subsequent commitment to continue on to postsecondary education/training. A bridge over that gulf has been established by ACC's Adult Basic Education GED Plus Project.

According to **Liz Zenteno**, "We designed College Day to bring adult education students into direct contact with ACC's applied science and voc/tech programs and support services."

Adult education programs are a critical component of educational services to East Austin, and ACC has been committed to that community in a quality way for many years. However, this was the first best effort to systematically encourage Adult Education students to pursue some kind of postsecondary education.

The nearly 100 students in attendance experienced the College in microcosm. Rooms were set up to represent each of the main campuses, and their respective academic programs were personified by 20-plus ACC faculty/staff representatives. Students comments included:

"I never realized how many options and opportunities I really had."

"I learned that there are people who care and are willing to help us start."

"This college day made me want to come to college."

"I learned that I had a great opportunity to be all that I can be."

We will encourage students individually to follow up and get the information they need to begin the program that is right for them. College administrators, counselors, recruiters, and teachers are ready to help them. The next step is to have employers available at College Day to reinforce the message that the GED or high school diploma can be a step toward further occupational and economic achievement.

Paul Duffy is a counselor at the Eastridge Campus.

GED-PLUS ORIENTATION WORKSHOPS

Session 1: Connecting College to Careers

A. Discuss TABE and GED tests
B. Education vs. Training
C. Connecting College to Careers
D. Change, Stress
E. Success vs. Failure

Student expectations upon entering a GED class are often different from teacher expectations as well as being unrealistic. Students usually want to pass their test as quickly as possible. They don't realize that they might have to study for a long time before they will be able to pass. So I began our orientation by explaining the meaning of the TABE and GED test scores and the relationship between the two tests. The purpose was to help students begin to think in terms of realistic goals. I also gave some test-taking tips at this time.

Next we discussed the "Plus" part of GED Plus. I said the "Plus" stood for transition. We talked about "trans-" meaning across, and that we hoped to provide a bridge that would help them cross from high-school education to college and careers. I gave each student a pocket folder with brads. I told them that throughout the workshops I would be giving them handouts which they could save in the folders and refer to in the future. These were also to be used as portfolios of their work so they could see their own progress.

From the beginning, I encouraged them to think in terms of getting more education after they finished their GED. We discussed the changing workforce and the difference in salary which could be expected with increased education. I told them that GED students are adults and we discussed the implications. I related GED preparation to studying for a college class and emphasized the importance of attendance and punctuality and taking responsibility for their own learning. We talked about the relationship of these skills and the expectations of employers on jobs.

We also discussed the fact that continuing their education would bring changes in their lives and that change, even good change, creates stress. I provided information on where they could go for help both in the college and the community. We talked about what they could do to cope with stress. Finally, I gave motivational stories about people who would have been considered failures by many but who became very successful because they refused to give up. I encouraged my students not to get discouraged.

Session 2: How Do You Learn?
A. Learning Styles
B. Organization
C. Time management
D. Job interviews
E. Setting goals

In order to help students get to know each other, we started our second section with a game called Four In a Row. It was similar to Bingo, but each square had a different learning style in it. Students had to ask classmates to sign a square that had one of their learning styles. The first one to get four signatures in a row was the winner. The prize was a little package of yellow stickies.

This game was beneficial in several ways. First of all, I encouraged students at this point to get to know their classmates and form study groups, or car-pools, or phone each other when they needed help. I saw several strong friendships develop as a result. Secondly, we were able to see that not all people learn in the same ways. This helped students understand themselves better as well as not to be as judgmental of others. Finally, the little yellow stickies led into our next topic, which was Organization, because I gave them several tips about how stickies could be used to organize their notes, their studies and their time.

When we talked about time management, I told them to begin by getting the big picture. I gave them a calendar of the year and suggested that they set a goal for when they would like to finish their GED and then work backwards, using monthly and daily calendars, setting goals for each test. Then they could see how hard they would have to study in order to reach their goal. This also helped many to become more realistic in their planning. I told them to set priorities in their lives in order to know which areas they wanted to devote the most time to. And finally, I encouraged them to reward themselves for their efforts.

To help students set goals, we also discussed what they would like to be doing five years from now. Then I told them to pretend that I was an employer. I picked two students and told them that they were both applying for the same job and they needed to convince me to hire them. I tried to help them see the positive qualities they can develop as students, even if they don't have work experience: they can be punctual, dependable, honest, hard-working, and responsible. These are the qualities employers are looking for.

At this point I encouraged students to begin putting their goals in writing. They began by analysing their present abilities and their learning styles. Then they put some specific goals in writing and signed a learner contract. I told them this was for their own benefit so they could see the progress they made. I also asked them to write a paragraph convincing me that they

should be allowed to participate in our learning program. I wanted them to see that learning is a privilege they should be willing to work for. I also wanted them to see the connection between convincing and employer to hire them and convincing me: we would look for the same qualities. In addition, this gave me a chance to have a short writing sample from each student.

Session 3: Math Tips

The great majority of GED students hate math. They often do not know the basic facts and became frustrated with math when they were very young. Therefore, I felt it was important to take time to help them get over that mental block they have against math. I told them that as adults they already know a lot more math than they think they do, and that they would learn more quickly and easily than children do because they have learned to look for patterns and relationships. Then I showed them how they could play games with math, to make it fun. I showed them examples of books they could find in bookstores which have math riddles and jokes in them. I showed them the Family Math book and said they could do things with their children at home that would help their children do better in math. Then I showed them the relationships between the basic math facts and decimals, fractions, and percents so they could understand the importance of memorizing them. Finally, we discussed ways they use math every day in real life.

Session 4: Get the Big Picture

I started this session with a video called College Success. This video gives tips for how to study in college, including tips on time management, note taking, and studying for tests. I followed this with some additional reading tips. I discussed critical thinking skills, relating them to both reading and math.

I ended this session using the overhead projector to teach them how to read bar graphs. I used a bar graph from the newspaper which showed the number of school dropouts in Texas by ethnic groups. This gave us the opportunity not only to read a bar graph, but also to have a class discussion about something relevant to every student about why people drop out of school. I then passed out copies of the actual article so they could see the graph in context. This activity prepared students for the next two sessions.

Session 5: College and Culture

A. What is culture?
B. Where does culture come from?
C. Where did the dominant U.S. Culture come from?
D. Diversity
E. Generalizations vs. Stereotypes

The majority of our GED students come from ethnic minorities. These students often had trouble identifying with views taught in public schools. They were often isolated in their own neighborhoods with few opportunities to be exposed to other ways of thinking and doing things. In today's world, we find more and more diversity both in college and on the job. Therefore, I felt it was important to address some of the issues which our students would be sure to face as they tried to continue their education. This session was intended to give them a brief overview of culture in our society today.

I used the following definition of culture: "Culture is everything we learn." I emphasized that culture is not race, nationality, or inborn. We discussed ways in which we see the word "culture" used (such as Hispanic culture, cultural diversity, cultural sensitivity, and cultural literacy). The students thought of examples of culture. We discussed the fact that there can be diversity within a given culture. We discussed the difference between generalizations and stereotypes. Finally, we discussed the fact that there is an academic culture in college. They would be learning new ways of doing things as they became a part of this culture.

Session 6: College and Dialects

The GED writing test is based on standard English. Students must be able to follow accepted rules for grammar and punctuation in order to pass. On the other hand, the GED literature test often uses passages filled with quotes in local dialect. This can be very confusing to students. Therefore I felt it was important to have a session to discuss this.

I began by giving definitions for language and for dialect. Then I put the students into four groups. Each group was given a different set of questions to discuss concerning dialects and they shared their findings with the class.

Then I gave the students a study guide and we went over the questions as a class. The conclusion which I wanted them to come to is that they should consider who they are speaking with, where they are, and what the situation is when they choose a dialect to speak in. In an academic setting, they will be expected to choose the standard language; but in other settings, local dialects are acceptable. Students were encouraged to try to write an essay about the advantages and disadvantages of having a standard language.

Session 7: Writing Tips

In this session I presented the three main parts of an essay and we wrote an essay together as a class.

Session 8: Where Do We Go From Here?

This session was used to talk with students about how to register for college, how to plan careers, and to talk with students about how we could be of help to them as they entered their GED classes.

Evaluations

After each two sessions, students filled out evaluation forms. Following are typical comments that they wrote:

What did you learn today that you did not know before?

"How advanced the world is gonna be in the year 2000."

"All about the GED system."

"I learned a lot of information about GED Plus. I also learned a lot about setting long term goals, and why education is important."

"I learn that I have too success in life not to quit when you can do more for you and children."

"I learn that is very inportant to have a college and that even if I don't pass a test I still can continue. How to be organize."

"Those big words and that college is very important."

"That it is okay to fail, because I can learn a lot from my mistakes. Now I don't have to be ashamed."

"Looking for other meaning of long words. Breaking it down and understnading it more clearly."

"I have learned that after HS diploma or GED I need more education because High Tech. And business require more than a GED or hgh school diploma."

"Where to start and don't give up no matter how many time you fall keep going and you will make it to the top sky is the limet, what I can have."

"I learned exacly how much money I could expect to make

with 2 yrs, 4 yrs, 6 yrs and 8 yrs of schooling. I also learned that I'm ready to commit to this."

"To learn something everyday for the rest of my life. Learing to change to new adjustments that are comfortable for me."

"Test tricks. I had never known those. Divide and conquer."

"That there was a druges or alchoholic in your family therie is help for you."

"That you don't need to read the whold paragrah in order to answer the questions."

"How I can deal with stress. The process of taking a test and passing through colledge. How to get a job. I learned an easier step to proform my life."

"I learned how to take tests easier."

"When you have a change it brings on stress. Test tips."

"How to skim and answer questions faster."

"I learned that there are many ways of aproaching your skills that there will be plenty of help if you need it. A lot of positive things to keep you motivated."

"I learned the meanings of most of each suffix, prefix, and roots. I also learned that in math there is usually more than one way to do a problem. And usually more than one answer. Also that when you read the title of a story, it usually can give you an idea of what you're about to read. And when you read, read the first and last paragraph."

"Things I've never notice before in multiplication."

"Easy ways to math short cuts. And it was fun. Reading tips were nice. You really helped me in vocabulary because thats were I have problems."

"I've learned different ways of mutiplying and shorter ways to do fractions."

"How to do math more easy and How to take some notes in class."

"I learned some new math tricks, tips, shortcuts, very interesting. Learned some percentages."

"How to take notes. To be reponsible as a student in what my teacher expect. Most of all how to study and scheule my days. Give a 100% percent of self to achevice my GOAL."

"How to keep a schedule."

"Patterns and comparisons in math. I never really noticed."

"I lerned some new words that people really say find its not just on T.V."

"That culture is not your races or natalitty."

"I learned about cultures and I learned what diversity means."

"How to lean about others and accosiate with fellow classmates."

"A lot about our gov't, school system."

"How to keep a schedule."

"How to read a sented with the right word. Learn about language culture and dialect."

"I can benefit from having knowlegde of other culture. It's very important not to stereotype people."

"I learned that in order to make money you need education. We all need education to be happy. I also learned that culture is everything you know."

"I learned about culture and dialects and how they affect us. I learned what culture comes from and how it's best to use the standard English when you want to make a good impression."

"Mainely that I new nothing about what culture really ment or even what it was. And there are all kind's of language I didn't even know."

"How the languages evolved. That dialect isn't bad, it's just another form of communication."

"How our English language is used. Also knowing that dialects are not considered wrong; you just have to know when to use them and how we learn about our cultures. We can be in different cultures if you choose."

"More than anything, I'm learning to think about ideas. I'm using my mind more than I have in a long time."

"Today I learn that all of us have difernt opoin. And what culture mean."

"Making a better invironment by choosing a good government to speak for us, and not be prejudice."

"I learned a very imporant lesson. The lesson was not to judge people by skin or culture or habits. I acept people for who they are."

"I learned about culture. How it's different and how it's similar. I learned different ways of lifes and opinions. I thought it was a good way of learning value of life, which helps because it's something we grew to know."

"The most important thing I learned today was that just one person can make a difference. Just like the things I learned in the workshop, I learned a lot from the teacher who taught us this course."

"I just liked it a lot cause everyone had there own opinions which I got to here everyone."

"I learned more about my Hispanic culture in Honduras which I didn't know before."

"About cultural backgrounds: how they live, speak, think, and act in certain issues they come across. Point of views between the two backgrounds of farmers."

"I learned how people that speak, english use improper language that mean the same as the standard English."

"That on my GED my topic sensentce is most important, and that I must write more sen. Of the main point."

"More tips about writing."

"How to make an esay the easy way and it was not confuseing. It was easy."

"I learned how to write the essay in an easier view of what I saw and heard from Lorna."

"How to write an essay (the form) and some tips on how to keep it interesting."

"How to set up a college schedule. Different financial aide programs."

"How to use a schedule book."

"Everything that had to do about college."

What suggestions do you have that would make this workshop better?

"We need more time because its to short and do the class going to fast."

"Have worshops more often."

"I don't really have a suggestion. I thought this workshop was great."

"Nothing its great I'm learning more here than my GED class."

"More time in the class."

"That small workshops like these I get more out of it. Than being in a classroom with 50 people in it!!"

"Keep up what you are doing because it really helps people undersand what they are learning. It sure help me in my math."

"None it's ok I like it better than school it self."

"More big desk or tables."

"I sudgest it should stay the same and encourage other's to attend and learn more from it. There are thing's we knew nothing about till I came here. Ive' Enjoyed my self."

After the last workshop the evaluation asked:

Which topic was the most valuable to you?

Out of 75 responses, 27 said Math Tips and 18 said Writing Tips. The rest were pretty evenly divided among the remaining sessions.

AUSTIN COMMUNITY COLLEGE

# GED PLUS ORIENTATION WORKSHOPS

**8:30 - 11:45 ROOM #217**

**FOR THE WEEK OF MAY 22-26, 1995**

***MONDAY***

8:30 - 10:00 CONNECTING COLLEGE TO CAREERS

10:00 - 10:15 BREAK

10:15 - 11:45 HOW DO YOU LEARN?

***TUESDAY***

8:30 - 10:00 MATH TIPS

10:00 - 10:15 BREAK

10:15 - 11:45 GET THE BIG PICTURE

***WEDNESDAY***

8:30 - 10:00 COLLEGE and CULTURE

10:00 - 10:15 BREAK

10:15 - 11:45 COLLEGE and DIALECTS

***THURSDAY***

8:30 - 2:00 ACC - COLLEGE DAY EVENT (Time may change)

***FRIDAY***

8:30 - 10:00 WRITING TIPS

10:00 - 10:15 BREAK

10:15 - 11:45 WHERE DO WE GO FROM HERE?

Name: _____

Date: _____

WORKSHOP #1 EVALUATION

1. What did you learn today that you did not know before?

2. Check what you liked most about this workshop.

   a. _____ Education vs. training

   b. _____ Connecting college to careers

   c. _____ Writing tips

   d. _____ Change, stress

   e. _____ Success vs. failure

   f. _____ Learning styles

   g. _____ Organization

   h. _____ Time management

   i. _____ Job interviews

   j. _____ Setting goals

3. What suggestions do you have that would make this workshop better?

NAME: _____

DATE: _____

WORKSHOP #2 EVALUATION

1. What did you learn today that you did not know before?

2. Check what you liked most about this workshop.

   a. _____Math tips

   b. _____Vocabulary tips

   c. _____Study tips

   d. _____Charts and graphs

3. What suggestions do you have that would make this workshop better?

NAME: _____

DATE: _____

# WORKSHOP EVALUATION

1. What did you learn today that you did not know before?

2. What things did you like about this workshop?

3. What suggestions do you have that would make this workshop better?

COMPARISON OF WORKSHOPS

1. Which workshops did you attend?

_____Connecting college to careers

_____How do you learn?

_____Math tips

_____Get the big picture!

_____College and dialects

_____College and culture

_____Writing tips

_____Where do we go from here?

2. Which workshop was the most valuable to you and why?

3. Which workshop was the least valuable to you and why?

4. What topics would you like future workshops to cover?

5. What did you learn today that you did not know before?

6. Comments:

## CHANGES IN AMERICA'S WORK FORCE

| | 1900 | 1950 | 1989 | 2000 |
|---|---|---|---|---|
| AGRICULTURE: | 85% | | 3% | |
| MANUFACTURING: | | 73% | 18% | |
| RETAIL SALES: | | | 65% | |
| HIGH TECH. AND BUSINESS: (REQUIRE MORE THAN A GED OR HIGH-SCHOOL DIPLOMA.) | | | | 85% |

FOR EVERY JOB OPENING IN UNSKILLED LABOR,
4 PEOPLE WILL APPLY.
ONLY ONE WILL GET THE JOB.
THREE WILL BE UNEMPLOYED.

# SECRETS FOR LEARNING

1. Secret for how to succeed in college and in life:

Keep up with current events!
Watch the news on TV.
Read magazines.
Read newspapers.

2. Secret for helping your children be successful in school:

Talk with them about current events!
Let them see you as interested in the world around you.

3. Secret for learning new subject material:

Teach it to someone else!
A parent.
A spouse.
A child.

4. Lifelong learning:

Learn one new thing every day for the rest of your life.

## TWELVE STEPS TO A GED

1. I admit that I don't know as much as other people know.
2. I admit that I need to learn more than I already know.
3. I admit that I want to learn more than I already know.
4. I believe that I can learn more than I already know.
5. I believe that other people can help me learn.
6. I am willing to ask other people to help me learn.
7. I take a personal inventory of my special abilities and talents as well as the areas in my life where I would like to know more.
8. I share my inventory with my teacher.
9. I ask my teacher to help me learn more.
10. I set my own personal educational goals.
11. I work hard to reach my goals.
12. Having received my GED, I try to share my new knowledge with someone else.

**[illegible] Child Already in School:**

your child is already school-age, your role eacher is still great. To make sure that child gets the most from his or her learning chool, here are some things you should do:

Visit your child's classroom and ask the eacher how you can help.

Give your child the chance to read out oud the materials he or she brings home rom school.

f your child is having trouble with a subject, learn the subject so that you an help.

Provide a space for your child to study n comfort.

Visit the classroom from time to time to heck progress and to show your interest.

**ning:**

Do not nag your child or ry to pressure him or her o achieve.

Don't forget to praise your child's accomplishments.

Do not compare your child's achievements with those of other children. He or she has the right to be an individual, not a carbon copy of an older brother or sister.

**[illegible]nent:**

Your child's success in school depends on how your child feels about going to school. You should help your child develop a good attitude towards school. You should teach him or her that it is a place where children will be happy and will learn interesting things.

How well your child does in school is greatly dependent upon what you do before he or she ever enters the doors. You as a parent are the first and most important teacher your child will ever have.

**Learning Begins at Home** (formerly **Reading Begins at Home**) was originally prepared and distributed by the Missouri Department of Education.

It is reprinted as a public service through the joint efforts of

- The American Library Association
- Commission on Individual Development — The National PTA and
- World Book — Childcraft, Division of World Book, Inc., a Scott Fetzer company, publisher of *The World Book Encyclopedia* and *Childcraft — The How and Why Library*, Merchandise Mart Plaza, Chicago, Illinois 60654.

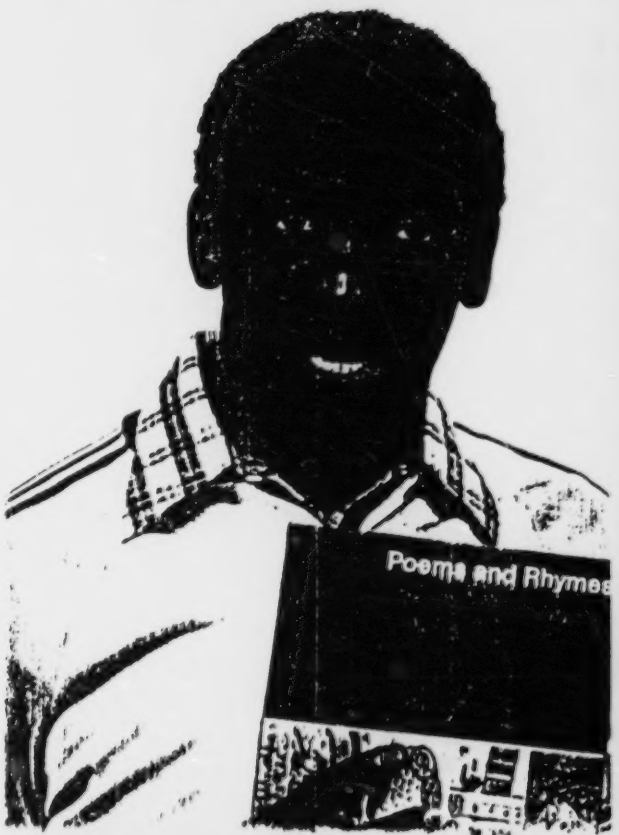
Photographs especially prepared for this pamphlet are used with the permission of Bill Cosby, A.B., M.A., Ed.D. Educator, Actor, Entertainer and Special Editorial Adviser to The World Book Encyclopedia and Childcraft.

As a parent and educator, Bill Cosby believes that parents can shape their child's educational future by the quality of learning experience they provide in the home.

BEST COPY AVAILABLE

Printed in U.S.A. SC-5942

# Learning Begins at Home



Did you know that 50 per cent of intellectual development takes place between birth and 4 years of age?

That means that parents are important teachers. You provide the foundation for your child's learning skills right within your own home. You can shape the course of your child's educational future by the quality of the learning experiences you provide before he or she ever goes to school.

Here are six watchwords designed to help you make the most of your child's early learning experiences.

**Listen:**

Listen to your child. Pay attention to what he or she is saying. Call attention to sounds. Listening and attaching meaning to sounds are essential skills that must be acquired before a child can read or succeed in a classroom environment.

**Speak:**

Talk with your child. Direct conversation to him or her from infancy. Help your child learn to distinguish sounds and imitate them.

Take a walk together. Talk about the things you see and hear. Help the child classify objects as you see them: foods, plants, farm animals, birds, etc.

Sing to your child. This teaches enjoyment of music and rhythm.



**Read:**

Read to your child every day. Make reading enjoyable. Then it will be a skill he or she will want to acquire. Let the child choose a favorite book or story to read. When you read stories, stop in the middle and ask your child what will happen next. Talk about the pictures. Have your child point to objects in the pictures.

When your child is old enough, write down words as he or she says them. Let the child know that printed material is really "printed talk."

Take your child to the library. Let him or her see books there. Buy books that "belong" to your child. Provide a place for your child's books at home.

Remember, if the child sees you reading, then reading becomes something useful in his or her mind.

BEST COPY AVAILABLE

**Move:**

Help your child roll over, crawl, stand, a walk. This develops muscle control. Let yc child explore. Provide safe play objects su as boxes of different sizes, blocks, scraps cloth with different textures, spoons, and

Through these experiences, you can hel your child learn such concepts as wet, dry soft, hard, inside, in, under, over, and concepts of order such as first, second, th and so on.

**Interest:**

Help your child learn that he or she is part of a family group. Include your child planning family activities. Give encourage and praise when merited.

**Tune In:**

Stay closely involved with your c television viewing. Search out gooc programs for children and share t with your child. Talk about the programs. Read books to your ch that will follow up on interests inspired by TV programs.

# Read to someone you love. Literacy begins at home.

10 tips for parents

1. Read to your new baby - cards, newspapers, cereal boxes. It's the sounds that are important.

2. Introduce your baby to simple picture and story books. The shapes and colors will delight, and listening leads to learning.

3. Visit the library regularly. Let children select their own books.

4. Make the bedtime story a regular family event. Older children will enjoy reading aloud if the right books are selected.

5. Remember poetry! The short verses are perfect for short attention spans.

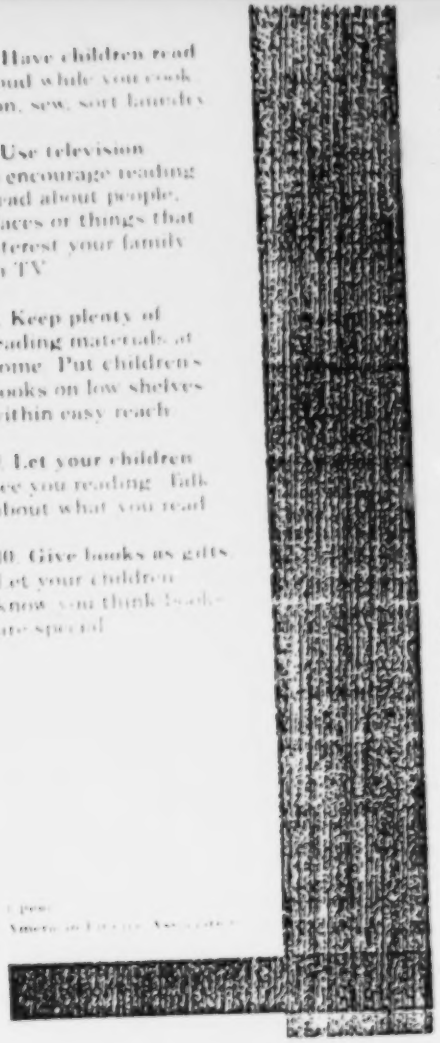
6. Have children read aloud while you cook, iron, sew, sort laundry.

7. Use television to encourage reading. Read about people, places or things that interest your family on TV.

8. Keep plenty of reading materials at home. Put children's books on low shelves within easy reach.

9. Let your children see you reading. Talk about what you read.

10. Give books as gifts. Let your children know you think books are special.







BEST COPY AVAILABLE

## CONNECTING COLLEGE TO YOUR CAREER

1. Promptness
2. Notetaking
3. Listening
4. Reading
5. Appointment book
6. Examining values & goals
7. Observing role models
8. Coping with stress
9. Strengthening memory
10. Accepting responsibility

Can you think of other skills you learn in college that will help you have a successful career later?

Adapted from Learning Skills for College by Paul I. Hettich, Brooks/Cole Publishing Company, 1992.

# 5 Ways To Power Your Career Plan

*Traditional beliefs about career planning often include certain ideas: 1. "Someone else knows where the job openings are." 2. "The best way to plan a career is to enter a field that's in demand." 3. "Career planning and job hunting is something I have to do alone." 4. "I don't have any work experience. So I don't have any skills." 5. "I'm in school now, so I don't have to worry about career planning until later."*

*These ideas can color our actions even when we are not aware of them. With such attitudes, it's no wonder that some people find career planning as enjoyable as having chicken pox.*

*You can respond by considering that none of these common ideas are useful. None of them promote career planning. And none of them need apply to you. To generate new possibilities for career planning, consider some alternatives.*

## 1.
## I'm the person who can best discover where the job openings are.

As you plan a career and look for work, you have a universe of information at your fingertips. Sources of that information include career counselors, computerized data bases, librarians, other people planning their careers, people already in the work force, books, and job placement centers at your school. These are just a few examples. Much of the information they provide is free.

When it comes to careers, there's one person most likely to sift through all that information with your true interests in mind -- you. Career planners and counselors can offer help, but they can't make any choices for you. Employment agencies may find useful leads for you, but these companies are under constant pressure to place people in jobs. If you depend on them alone, you may end up in a job you dislike. Relatives and friends may have valuable tips, but none of them can choose your interests or goals.

Success in career planning does not depend on specialized knowledge or training. It rests mainly on a commitment to learn, plan, and act on what you know. That commitment is something only you can provide.

## 2.
## It's practical to enter a field I enjoy - even if it's not in demand.

When planning careers, we may be tempted to choose fields with the most job openings. This could work against our long-term goals. Even in fields that are highly competitive, there are usually openings for qualified people. And jobs that are "hot" today may be "cool" by the time you've completed your education. In the face of accelerating change, your own interests and values can be just as reliable as current trends.

Some people limit their careers to the job titles displayed most prominently in the want ads. By doing so, they may overlook their genuine interests and abilities. In addition, only a fraction of the available job openings may be advertised there - as few as 20 percent.

Want ads can be used to expand our awareness of what's out there in the work world. Used in this way, want ads are one way to gather information. The same is true of career bulletins, advice from friends, or the latest statistics on what skills are in demand. It's useful to be aware of these resources. It's not useful to let them define possible careers.

## 3.
## I can benefit from planning with others.

Career planning does not need to be a lonely, desperate affair. Other people can offer help at each stage of career planning and job hunting. You can suggest career options for people you know, and they can do the same for you. Working with others, you can pool information about occupations, employers, and job openings. They may suggest options you've never thought of before. Talking to other people can also lift your spirits and keep your energy level high.

## 4.
## With or without formal work experience, I have skills.

It's easy to fall prey to the fallacy "I don't have a skill unless someone has paid me to use it full-time." People constantly use skills for which they receive little or no money. Some choose to stay home and care for their families full-time. They plan and prepare meals, coordinate health care and education for their children, and manage household finances. These are true work skills.

Student's also gain skills, even if they don't work full-time. They must master new subjects and echniques. Students write, manage research projects, speak in public, and think critically about new ideas. They also take part in internships, cooperative education programs, and volunteer work.

Typing, driving cars, drawing, playing sports, cutting hair, evaluating movies, organizing closets, telling jokes - these and a thousand other common activities develop skills that employers will pay for.

## 5.
## I'm in school, so I'll start planning my career now.

A course in French suddenly takes on new meaning when your goal is to work in a foreign embassy. A required composition course seems like an opportunity once you've decided to become a magazine editor or newspaper reporter. And a course on computer concepts stops being a chore when you learn that your career calls for daily use of a computer. Career planning can make a difference for the work you're doing in school now. And whenever you can relate course work to a personal goal, you tap a limitless source of energy.

Source: Career Planning (a supplement to Becoming a Master Student) by Dave Ellis, Stan Lankowitz, Ed Stupka and Doug Toft

Name_____

Date_ _____

HOW TO HANDLE STRESS

1. Keep healthy. (Schedule these on calendar if necessary)

   Eat right.
   Sleep well.
   Exercise.

2. Don't rely on alcohol or drugs. They don't solve problems.

3. Keep a sense of humor.

4. Be flexible.

5. Develop a support system (friends and counselors)

6. Remember the Serenity Prayer.

   (when to accept a situation vs. when to change it)

   God grant me the serenity
   to accept the things I cannot change,
   the courage
   to change the things I can,
   and the wisdom
   to know the difference.

Name:
Date:

## Community Resources

1. Do you have relatives who went to college?

| | Yes | No |
|---|---|---|
| Grandparent | | |
| Parent | | |
| Brother or Sister | | |
| Aunt or Uncle | | |
| Cousin | | |

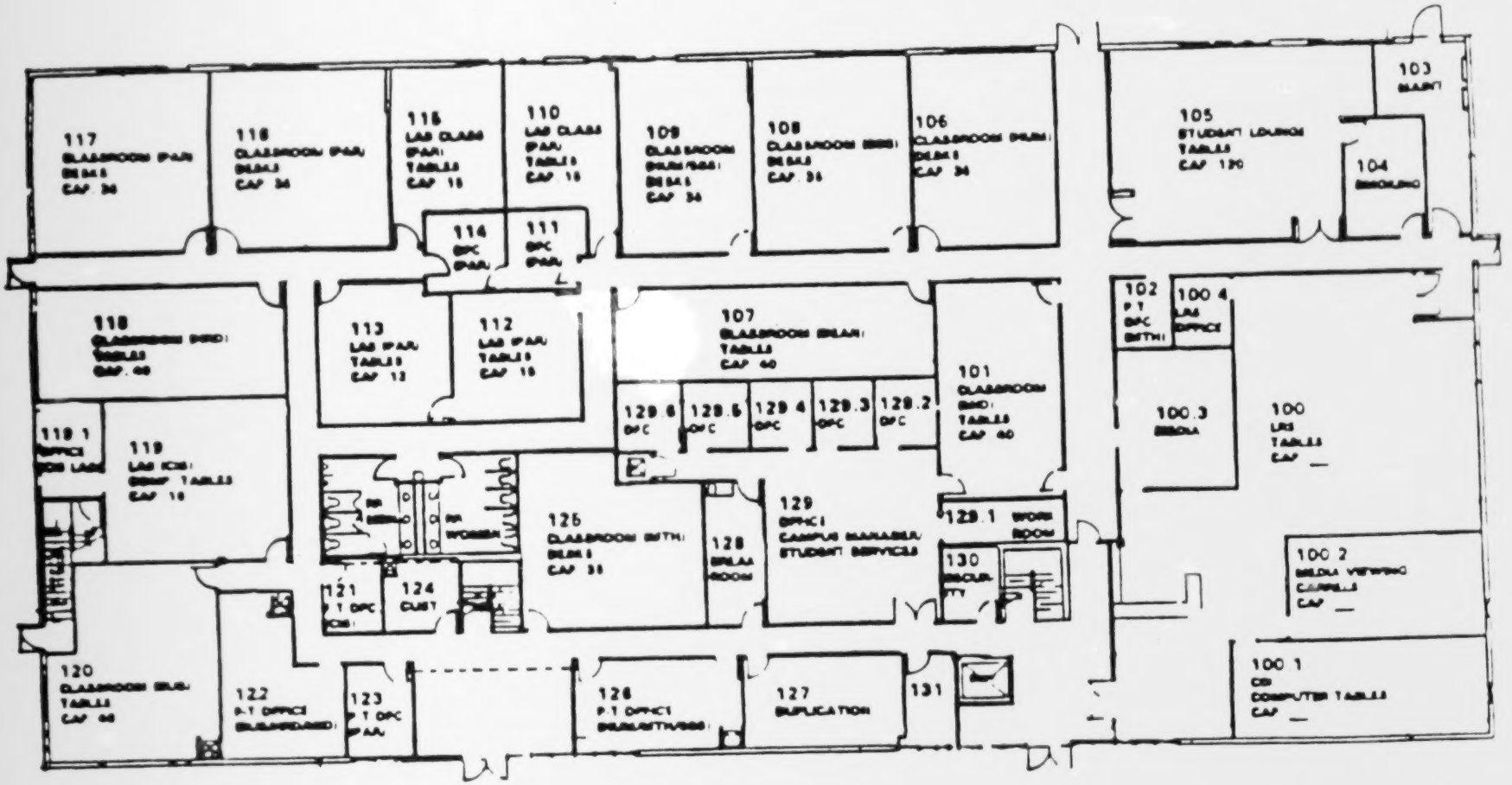
2. Do you have friends who are in college?

3. Where would you go for help?

| | fam. | church | school | doctor | soc. serv. | friends |
|---|---|---|---|---|---|---|
| A. Academic problems | | | | | | |
| B. Financial aid | | | | | | |
| C. Registration | | | | | | |
| D. Career advice | | | | | | |
| E. Personal problems | | | | | | |
| 1) health | | | | | | |
| 2) relationships: | | | | | | |
| a) parents | | | | | | |
| b) husband or wife | | | | | | |
| c) boss or co-workers | | | | | | |
| d) children | | | | | | |
| e) behind in school | | | | | | |
| f) sick | | | | | | |
| g) trouble with friends | | | | | | |
| 4) alcohol and drug prob | | | | | | |
| a) yourself | | | | | | |
| b) family and friends | | | | | | |

| I am going to college .... | % of 500 students polled | Which ones would you check? |
|---|---|---|
| a. because I don't want to get a job right now. | 15% | _____ |
| b. because I'm afraid I won't be able to get a job without a college education. | 35% | _____ |
| c. because I want to prepare myself for a specific job or profession. | 60% | _____ |
| d. because my parents want me to and I want to please them. | 19% | _____ |
| e. because I want to find a husband/wife. | 3% | _____ |
| f. because my best friends decided to go and I wanted to stay with them. | 2% | _____ |
| g. because I want to become an educated person. | 70% | _____ |
| h. because I had heard about college social life, and it sounded fun. | 12% | _____ |
| i. because I want to occupy a particular place in society (e.g. middle or upper class). | 38% | _____ |
| j. because I want to change careers. | 12% | _____ |
| k. because I was bored and needed new interests, friends, and ideas in my life. | 23% | _____ |
| l. because I need more education in order to advance in my present career. | 30% | _____ |
| m. because I want to use my V.A. benefits. | 13% | _____ |
| n. other | 24% | _____ |

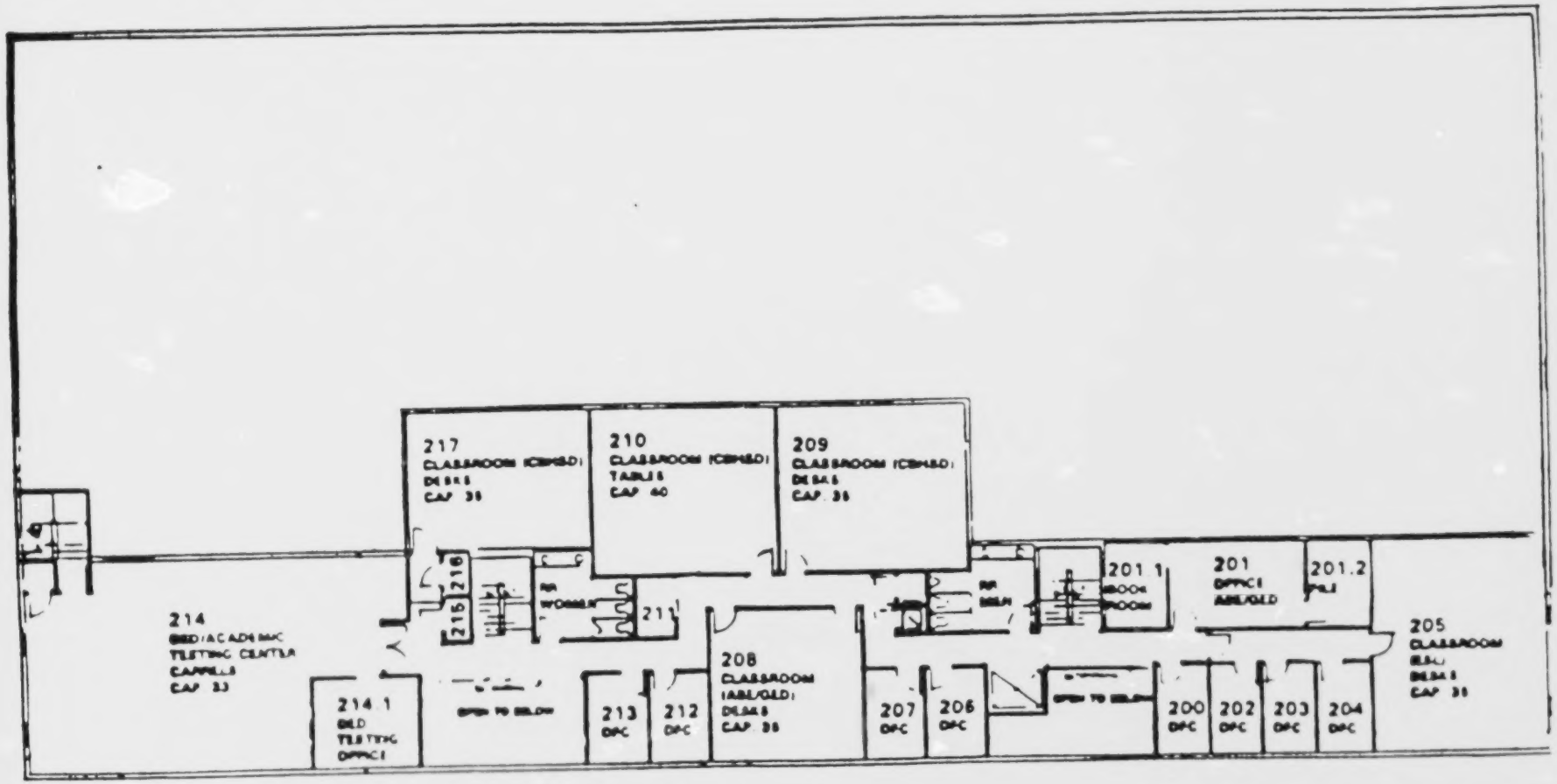
Source: College Reading and Study Skills by Nancy V. Wood.




# EASTRIDGE CAMPUS

## FIRST FLOOR PLAN

BEST COPY AVAILABLE




# EASTRIDGE CAMPUS

N

## SECOND FLOOR PLAN

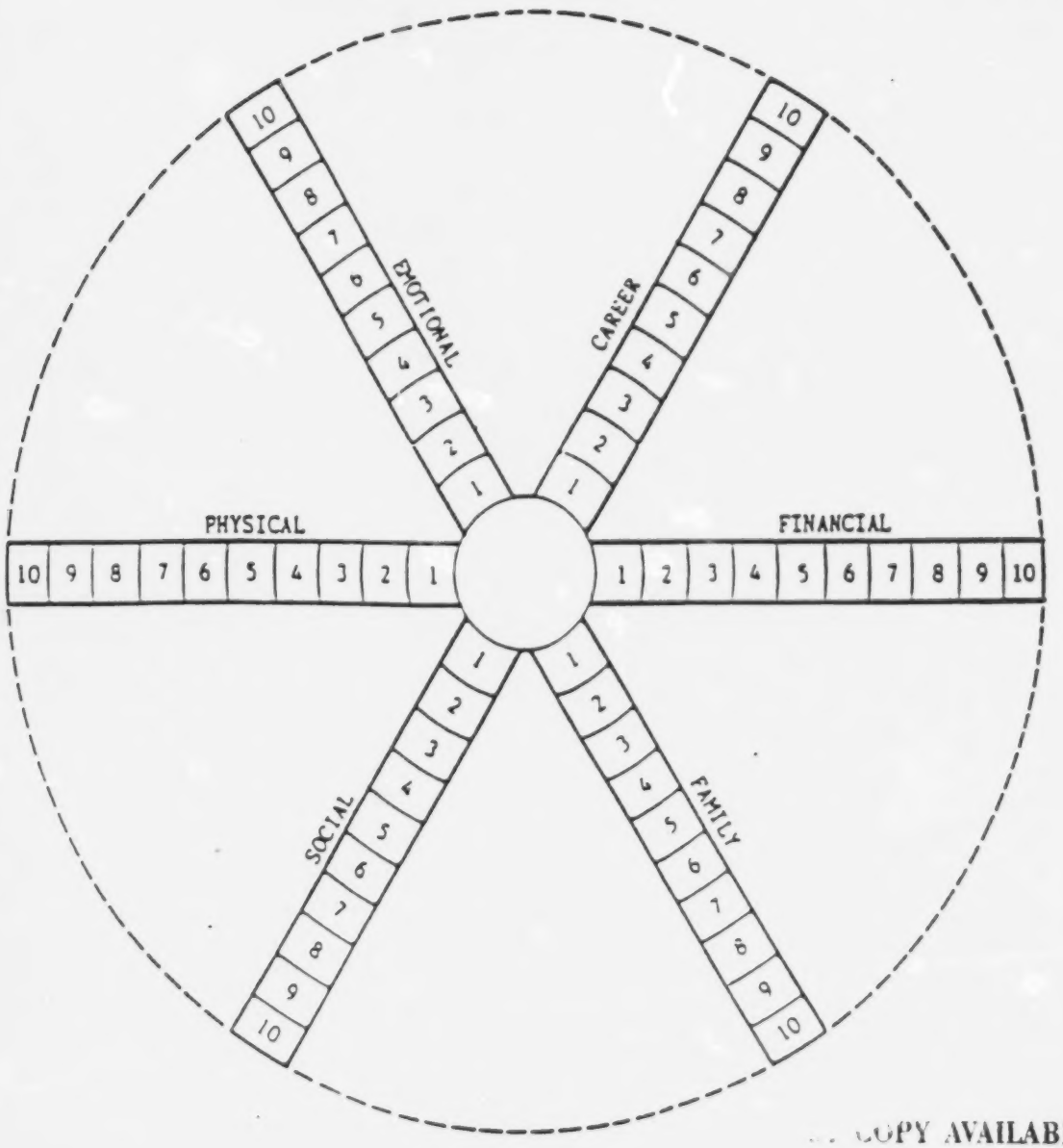




BEST COPY AVAILABLE

# Life Area Opportunities for Challenge and Change

**Place an X at your current level of satisfaction with each of these life areas. 10 is totally satisfied and 1 is totally dissatisfied.**




... COPY AVAILABLE

# THE FACTS ABOUT ALCOHOL

by Elissa Pritchard

Special Report: Home Library

According to a 1987 Gallup Poll, one out of every four Americans reports that alcohol caused strife in his or her family. And the overall rate of alcohol abuse in this country is 9 percent--or nearly one out of 10 people--states the National Institute on Alcohol abuse and Alcoholism.

Understanding the effects of alcohol can help you make responsible choices about social drinking and may help you cope with other people's drinking problems. This booklet gives you the facts about alcohol's influence on your health and offers advice to help you teach your children and teens about drinking.

## How Alcohol Affects Women

The assumption that men can drink more than women is true; in fact, the U.S. Food and Drug Administration defines "moderate" drinking as one drink a day for women and two for men. This is due not just to a difference in body size but also to three physiological reasons: First, women metabolize ethanol, alcohol's active ingredient, much more slowly than men. Second, a woman's body has more fat and less water than a man's. Since alcohol can't penetrate fat, it diffuses into a woman's body in higher concentrations. And third, women don't have as much of the enzyme that breaks down alcohol in the stomach. As a result, 30 percent more alcohol goes into a woman's bloodstream.

The blood alcohol level is a measure of the percentage of alcohol in your blood. When you drink, alcohol enters your bloodstream and diffuses into every tissue in the body. The legal level of intoxication in most states is .10, or one part ethanol per thousand parts blood.

Fluctuating hormone levels may also determine how much a woman can drink before becoming intoxicated. "Some women may be particularly affected by alcohol just before their periods," says Paula Roth, director for the prevention and education office of the National Council on Alcoholism and Drug Dependence. "Many find that the effect of a given amount of alcohol will be different throughout the menstrual cycle." And lack of sleep may also make women more susceptible to alcohol's effects.

## Alcohol and Pregnancy

Although it is unlikely that drinking a single beer or glass of wine will damage an unborn child, there is no known "safe" level of alcohol consumption during pregnancy. So drinking at all during pregnancy, even before you know you're expecting, can be dangerous.

When a pregnant woman drinks alcohol, the blood alcohol level of her fetus equals her own within a few minutes. "In the fetus, alcohol can interfere with cell growth, especially in the brain," says Ann Streissguth, Ph.D., director of the Fetal Alcohol and Drug Unit at the University of Washington Medical School in Seattle. The result may be fetal alcohol syndrome (FAS), one of the top three causes of mental retardation. FAS children may have slow motor-skill development; language, memory, or attention problems; or hyperactive tendencies. "It is a lifetime birth defect that doesn't go away," says Streissguth. Drinking during pregnancy also increases the risk of miscarriages, stillbirths, and low birthweights. Streissguth advises women to stop drinking as soon as they decide to become pregnant. Because alcohol enters breast milk, you should ask your doctor for more information about drinking's effects on nursing as well as pregnancy.

## Aging and Alcohol

As we age we lose muscle and gain body fat, which means less alcohol can be more potent. Older people should also be aware that alcohol can change the effects of any medications they take. It can reduce the effectiveness of some medications and magnify others (like antihistamines), and that can prove fatal in some combinations, says Dr. Gene Cohen, acting director of the National Institute on Aging. He adds that stroke or Alzheimer's victims should avoid alcohol because it increases confusion.

If you suspect that an older family member has a drinking problem, "look for patterns like sleep disturbance, depression, unexplained falls, and memory loss. They're not necessarily signs of normal aging," says Anita Shipman, an alcoholism counselor in Cambridge, Massachusetts.

## Alcoholism and Women

Of the estimated 10.5 million alcoholics in the U.S., one-third are female. And although women are more likely than men to question their own drinking habits, they are less likely to seek help. "The problem is the social stigma that 'good' women don't abuse alcohol." says Sharon Wilsnack, Ph.D., a professor of neuroscience at the University of North Dakota in Grand Forks, who has studied women and their drinking habits for the past decade.

Recovery programs are available, but many female alcoholics fear the consequences of admitting their illness. "They are afraid of losing their marriages or their children, and many women don't have the money or employee benefits to participate in treatment programs," says Rosemary Hartman, supervisor of the Family Center at the Hazelden Foundation in Center City, Minnesota.

## Children and Drinking

Kids today are learning about alcohol at a younger age than ever before. About one in seven fourth graders has already consumed alcohol to the point of intoxication, reports the American Academy of Pediatrics. The Centers for Disease Control in Atlanta report that young adults may be less likely to develop drinking problems if the age at which they first use alcohol is delayed. School health classes can teach kids about he physical effects of alcohol, but parents must also make sure their children understand family rules about drinking.

## Teaching Kids About Alcohol

As children develop, they respond differently to information about alcohol:

- Preschool. Young children learn by example; take care not to drink in front of them when you're upset, depressed, or trying to relax.
- Grades 1-4. Discuss acceptable behavior, and define family rules. Create opportunities for discussion. For example, ask about TV programs that depict drinking.
- Grades 5-6. This is an age when many kids first experiment with alcohol. Preteens need strategies for coping with real-life situations. Many schools offer alcohol-education materials; you can use them to discuss drinking and peer pressure.
- Grades 7-9. Teens face special pressures from social situations where drinking heavily is the norm, says Dr. Peter Cohen, medical director of Youth Treatment Services for Montogomery County, Maryland. Involve your son or daughter in activities that don't include alcohol. Clearly state the consequences of breaking your family's rules.

Why Drinking and Driving Don't Mix

Nearly half of all fatal highway crashes are alcohol related, according to the National Council on Alcoholism and Drug Dependence. Sixty-two percent of traffic fatalities on New Year's Day involve alcohol, down from 84 percent a decade ago.

First-time DWI punishments in many states include a fine of several hundred dollars, license suspension for a number of months, or a jail term.
Here's how alcohol impairs most people:

- First, judgement declines. This is why many people think they can still drive safely when they're intoxicated.
- Next, reaction time, fine-muscle coordination, balance, and speech deteriorate.
- Later, vision is reduced, which makes driving especially dangerous at night.

Can You Spot Problem Drinking?

Anyone who answesr yes to four or more questions in this quiz by Alcoholics Anonymous may need to seek help for problem drinking.

[ ] Have you ever decided to stop drinking for week or so but lasted only a couple of days?

[ ] Do you wish people would mind their own business about your drinking and stop telling you what to do?

[ ] Have you ever switched from one kind of drink to another, hoping this would keep you from getting drunk?

[ ] Have you had an "eye-opener" drink upon awakening during the past year?

[ ] Do you envy people who can drink without getting into trouble?

[ ] Do you have blackouts?

[ ] Have you had problems connected with drinking in the past year?

[ ] Do you ever tell yourself that you can stop drinking any time you want, even though you keep getting drunk when you don't mean to?

[ ] Do you ever try to get extra drinks at a party because you don't get served enough?

[ ] Has your drinking caused trouble at home?

[ ] Have you missed days of work or school because of drinking?

[ ] Have you ever felt that your life would be better if you didn't drink?



BEST COPY AVAILABLE

True or False

Coffee or a cold shower will sober you up.

*FALSE: caffeine and the shock of cold water will only make you a wide-awake drunk. The liver needs time to filter alcohol out of your blood.*

Drunken drivers are less likely to be injured in a collision because they are relaxed.

*FALSE: All intoxicated accident victims, whether drivers, passengers, or pedestrians, are twice as vulnerable to injury as sober people, because alcohol increases swelling and bleeding.*

Drinking warms you up.

*FALSE: Heavy drinking dilates blood vessels near the surface of the skin. This may make you feel warmer, but it actually lowers your body temperature. Alcohol also increases the flow of hydrochloric acid in your stomach, which produces a warm feeling but can irritate the stomach lining.*

Did You Know?

1. Diluting alcohol with water slows absorption; mixers speed it up.

2. An ounce of whiskey has 75 calories; a 12-ounce beer, 150. Two drinks can have as many calories as a piece of chocolate cake or a scoop of ice cream.

3. More Americans are heeding the warnings about alcohol and automobiles: according to the Roper Organization, 37 percent of us have acted as designated drivers, up from 29 percent in 1989.

4. Fatty foods, meat, and milk slow alcohol absorption. Drinking on a full stomach can lower your peak blood alcohol concentration by half.

5. Only about 25 percent of Americans hold or attend a party on New Year's Eve, according to a 1989 Roper Poll.

6. In many states, hosts are legally liable for their guests after they leave the party.

**When Alcohol Leaves Your Body**

Most sobriety charts, like the one below, are based on studies of men only and can serve as a guideline to tell them when it's safe to drive after drinking. Women should allow even more time to reach sobriety, since alcohol affects them more severely.

| Number of drinks consumed | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| 110-119 lb. | 1 hr. | 3 hrs. | 6 hrs. | 10 hrs | 13 hrs. | 16 hrs. |
| 120-139 lbs. | 1 hr. | 2 hrs. | 5 hrs. | 8 hrs. | 10 hrs. | 12 hrs. |
| 140-159 lbs | 1 hr. | 2 hrs. | 4 hrs. | 6 hrs. | 8 hrs. | 10 hrs. |
| 160-179 lbs. | 1 hr. | 1 hr. | 3 hrs. | 5 hrs. | 7 hrs. | 9 hrs. |
| 180-199 lbs. | 1 hr. | 1 hr. | 2 hrs. | 4 hrs. | 6 hrs. | 7 hrs. |
| 200-219 lbs. | 1 hr. | 1 hr. | 2 hrs. | 3 hrs. | 5 hrs. | 6 hrs. |
| Over 220 | 1 hr. | 1 hr. | 1 hr. | 3 hrs. | 4 hrs. | 6 hrs. |

**When to Seek Help**

Usually the first person to identify an alcohol problem in a family is not the drinker. If you think someone in your family needs help, talk to a trained professional, recommends Dr. Sheila Blume, medical director of the Alcoholism, Chemical Dependency, and Compulsive Gambling Unit at South Oaks Hospital in Amityville, New York.

A professional can give advice on out-patient and hospitalization programs, says Blume. Look for programs that involve the whole family and include follow-up counseling. Call to make sure that the facility is nationally accredited and state-licensed.

## THE MASTER STUDENT IS:

Curious

Willing to change

Able to suspend udgement

Willing to risk

Relaxed about grades

Creative

Accepting

Willing to laugh

Willing to work.

**The Master Student is in you!**

Adapted from Becoming A Master Student
by Dave Ellis, college Survival, Inc.

BEST COPY AVAILABLE

Name _____

Date _____

FOUR IN A ROW

| | | | |
|---|---|---|---|
| LIKES MATH | LIKES TO READ BOOKS | LIKES TO STUDY WITH LOTS OF LIGHT | LIKES TO WRITE LETTERS |
| LIKES TO READ MAGAZINES | LIKES TO STUDY IN GROUPS | LIKES TO STUDY IN THE MORNING | LIKES TO DRAW |
| LIKES TO STUDY IN THE AFTERNOON | LIKES TO STUDY WHEN IT IS QUIET | LIKES TO STUDY ALONE | LIKES TO STUDY HAVING A RADIO OR TELEVISION ON |
| LIKES TO WATCH THE NEW ON TV | LIKES TO SUDY IN THE EVENING | LIKES TO STUDY SITTING ON A COUCH | KEEPS A JOURNAL |

BEST COPY AVAILABLE

# 1995

### JANUARY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

### FEBRUARY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | | | | |

### MARCH

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

### APRIL

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

### MAY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

### JUNE

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

### JULY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

### AUGUST

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

### SEPTEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

### OCTOBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

### NOVEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

### DECEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

## IDENTIFY YOUR PRIORITIES

| Rank | | Estimated Hours | Actual Hours |
|---|---|---|---|
| _____ | Class attendance | _____ | _____ |
| _____ | Relaxation | _____ | _____ |
| _____ | Volunteer sevice | _____ | _____ |
| _____ | Time with family | _____ | _____ |
| _____ | Exercise | _____ | _____ |
| _____ | Clubs/organizations | _____ | _____ |
| _____ | Required reading | _____ | _____ |
| _____ | Hobbies or entertainment | _____ | _____ |
| _____ | Time with girlfriend/boyfriend or spouse | _____ | _____ |
| _____ | Studying | _____ | _____ |
| _____ | Working at a job | _____ | _____ |
| _____ | Religious activities | _____ | _____ |
| _____ | Non-food shopping | _____ | _____ |
| _____ | Grocery shopping/preparing meals | _____ | _____ |
| _____ | Housecleaning | _____ | _____ |
| _____ | Nonrequired reading | _____ | _____ |
| _____ | Sleeping | _____ | _____ |
| _____ | Other: _____ | _____ | _____ |

Source: Your College Experience by A. Jerome Jewler and John N. Gardner, Wadsworth Publishing Company, 1993.

Name _____

Date _____

## GOALS CALENDAR

Write down your goals and circle the dates on your calendar for when you want to reach your goals.

1. College registration. Dates to be accomplished.
   Steps I must take.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

2. Pass the GED tests. Dates to be accomplished.
   Steps I must take.

   a. Writing _____

   b. Social Studies _____

   c. Science _____

   d. Literature _____

   e. Math _____

3. GED PLUS enrollment. Steps I must take. Dates to be accomplished.

a. Bring documents _____

b. Workshop #2 _____

c. Take TABE test _____

d. Workshop #3 _____

e. Workshop #4 _____

f. Take PIC assessment _____

g. Start GED classes _____

4. Personal goals: _____

_____

Steps I must take. Dates to be accomplished.

a. _____ _____

b. _____ _____

c. _____ _____

d. _____ _____

# MY THOUGHTS

When it comes to taking tests I have trouble...

The things I hate about tests is...

My best excuses for not studying are...

As an exam gets closer, one thing I notice I do is...

The night before a test I usually...

During the test I usually feel...

When I get my test score I usually feel...

Signed _____

# MY LEARNING STYLE

It is ineffective when I

It doesn't work when I

I could change

I am very good at

It is effective when I

Something very positive about me is

Source: Becoming a Master Student by Dave Ellis, College Survival, Inc.

PD p. 90

Name_____

Date_____

SETTING GOALS

1. What do you want to be doing in five years?
   Educational goal:

   Job or Career goal:

   Family and Personal goal:

2. What is your goal for one year from now?

3. What do you need to do to reach that goal?

Name:

Date:

## ACADEMIC ABILITIES

1. When you were in school, were your grades usually high, average, or low?

2. Why do you think you got those grades?

3. What were your favorite subjects?

4. What subjects did you not like?

| TABE SCORES | |
|---|---|
| R | _____ |
| M | _____ |
| L | _____ |

| GED TESTS PASSED: | SCORES |
|---|---|
| Writing | _____ |
| Social Studies | _____ |
| Science | _____ |
| Literature | _____ |
| Math | _____ |

# HOW DO I LEARN?

Circle the numbers of the items you think are most like you. If you think more than one item is like you, circle more numbers.

A. I can learn best in the:
1. morning
2. middle of the day
3. afternoon
4. evening

B. I can learn something easily by:
1. reading it
2. hearing it
3. seeing it in pictures
4. writing it in my own words
5. explaining it
6. drawing a diagram
7. talking about it with somebody else
8. teaching somebody else

C. I dislike having to learn:
1. in big group meetings
2. in little group meetings
3. in game situations
4. with a partner who chose me
5. with a partner the teacher chose for me
6. with a partner I don't know
7. by myself
8. in team situations

D. While learning, the things that bother me the most are:
1. being in a quiet place
2. being in a noisy place
3. having a radio or television on
4. being interrupted
5. stopping before I'm through
6. having to wait for others to finish

E. I seem to do homework best with:
1. an hour or more to think
2. short work sessions
3. having a work routine

F. For learning by reading, I like to:
1. ask questions before reading
2. skim before reading
3. ask questions after reading

My most difficult subject is _____

My easiest subject is _____

SOURCE UNKNOWN



BEST COPY AVAILABLE

# Personal Inventory

Name _____ Date _____

1. Check the kinds of things you can read now:

   a. [ ] newspapers
   b. [ ] magazines
   c. [ ] fiction (stories that are not real about people or things)
   d. [ ] nonfiction (stories that are real about people or things)
   e. [ ] letters from friends or family
   f. [ ] bills (telephone, utilities, etc.)
   g. [ ] religious materials (the Bible, etc.)
   h. [ ] notes, memos, messages, reports (from work or family)
   i. [ ] other things (please note here)
   _____

2. Check the kinds of things you can write now:

   a. [ ] letters to friends or family
   b. [ ] checks to make payments
   c. [ ] notes, memos, messages, reports (for work, family, etc.)
   d. [ ] in a diary
   e. [ ] stories about my life
   f. [ ] lists
   g. [ ] fiction (stories that are not true about people or things)
   h. [ ] nonfiction (stories that are true about people or things)
   i. [ ] other things (please note here) _____

3. Check how you feel about reading:

   a. [ ] good
   b. [ ] confident
   c. [ ] excited
   d. [ ] interested
   e. [ ] curious
   f. [ ] comfortable
   g. [ ] uncomfortable
   h. [ ] bored
   i. [ ] confused
   j. [ ] nervous
   k. [ ] frightened
   l. [ ] other (please note here) _____

4 Check the kinds of things you feel about writing:

a. [ ] good
b. [ ] confident
c. [ ] excited
d. [ ] interested
e. [ ] curious
f. [ ] comfortable
g. [ ] uncomfortable
h. [ ] bored
i. [ ] confused
j. [ ] nervous
k. [ ] frightened
l. [ ] other (please note here) _____

5. LANGUAGE SURVEY

A. Are you a good reader? Why or why not?

B. What do you do before you start to read?

C. What do you do when you come to a word you do not understand?

D. What do you do when you need help understanding a reading passage?

E. If you were going to help someone learn to read, what would you do to help them?

F. What do good readers do?

G. What do good writers do?

6 LISTENING, SPEAKING, READING, WRITING SKILLS

Circle the number that describes you

LISTENING

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|---|---|---|---|
| Complete understanding | | | | | | | | | | No understanding |

SPEAKING CORRECT ENGLISH

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|---|---|---|---|
| Complete fluency | | | | | | | | | | No fluency |

READING

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|---|---|---|---|
| Strong reader | | | | | | | | | | Weak reader |

WRITING

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|---|---|---|---|
| Strong writer | | | | | | | | | | Weak writer |

7. SCHOOLING HISTORY

A. How many years of education have you completed?

B. Where did you attend school?

C. How long has it been since you attended school?

D. What is your educational goal?

E. What is your career goal?

8. YOUR PROFILE AS A STUDENT

Circle the number that describes you.

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|---|---|---|
| Highly motivated | | | | | | | | Not motivated | |

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|---|---|---|
| Manage time well | | | | | | | | Do not manage time well | |

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|---|---|---|
| Variety of study skills | | | | | | | | Few study skills | |

A. What is your main goals in this class?

B. What areas do you want to improve?

C. What areas do you feel most comfortable about?

# STUDENT CONTRACT

I _____.

WILL COME TO CLASS _____ HOURS EACH WEEK

UNLESS I HAVE A VALID EXCUSE.

I WILL STUDY _____ HOURS PER WEEK AT HOME.

My goals for the month of _____ are:

A.

B.

C.

D.

E.

I will respect the people in my class

_____ _____ _____

STUDENT TEACHER DATE

Source: Developed by Maureen Leach, a Project FORWARD teacher at Region XX Education Service Center

# BUFFET

| Appetizers (prefixes) | | Main Course (roots) | Desserts (suffixes) | |
|---|---|---|---|---|
| hyper- | in- | -dic | -ion | -acy |
| mono- | im- | -dict- | -ive | -ance |
| a- | con- | -voc- | -ator | -ant |
| an- | com- | -duc- | -able | -ate |
| ab- | pro- | -duct- | -ible | -cy |
| abs- | per- | -vert- | -er | -ee |
| ante- | de- | -vers- | -or | -ette |
| anti- | pre- | -trac- | -ation | -hood |
| cog- | re- | -tract- | -ment | -ous |
| col- | ex- | -junc- | -by | -se |
| com- | trans- | -junct- | -aceous | -ize |
| con- | poly | -ceb- | -cide | -ity |
| cor- | ortho- | -cept- | -ness | -tude |
| co- | circum- | -spec- | -rupt | -oid |
| extra- | hypo- | -spect- | -script | -ship |
| inter- | amphi- | -cred- | -ject | -ory |
| alter- | auto- | -jec- | -fort | -ment |
| anim- | bi- | -ject- | -ic | |
| chroma- | | | | |
| chromo- | | | | |
| equ- | | | | |
| liber- | | | | |

Compile as many words as possible by combining the 3 components, for example, take an appetizer, add it to a main course and attach a dessert. Score 1 point for each word that is in the dictionary.

# More dropouts minorities, despite gains

By James E. Garcia
American-Statesman Staff

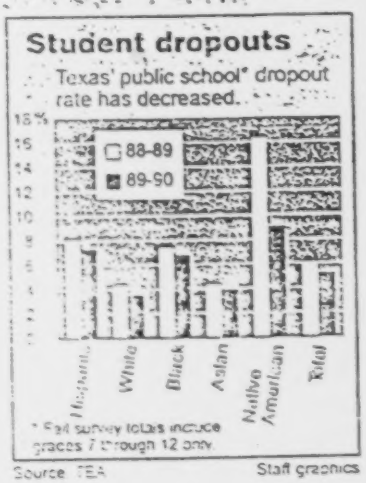
Student dropout rates statewide were lower in 1989-90 than the year before, but Hispanics and blacks still are almost twice as likely as whites to drop out, according to a state report.

The annual dropout rate in Texas public schools in 1989-90 among junior high and high school students was 5.1 percent, a full percentage point lower than the year before. The annual rate is the percentage of students who began but did not complete a school year.

The figures, compiled by the Texas Education Agency, showed that 27 percent of the students who attended Texas public schools since the seventh grade did not graduate in 1990. That figure reflects a nearly 4 percent drop over 1988-89.

Despite such positive strides overall, educators note that many schools in regions with large populations of low-income blacks and Hispanics still find that 25 percent to 50 percent of their students are not graduating.

The reduction in dropout rates statewide is being attributed to the success of several dropout prevention programs, as well as better record-keeping by the school districts, said TEA spokeswoman Johanna Price.




All racial and ethnic groups saw a reduction in the annual dropout rate.

Statewide, Hispanics went from an 8.1 percent annual dropout rate to 7.2 percent. Whites went from 4.5 percent to 3.5 percent. Blacks went from 7.5 percent to 6.7 percent.

Native Americans made the greatest gains, going from 16.4 percent to 9 percent.

"There are a few more academic options," said Rene Peña, who is working to keep inner-city youths in Dallas from dropping out of school. He said he's seen a slight decrease in the number of kids in his neighborhood who quit school.

But he said more has to be done.

Peña is a community liaison for the Dallas Independent School District and the regional director for the Children's Television Workshop, the creators of the Sesame Street public television series.

"Until we provide local neighborhood alternatives for these kids they are going to continue to stay out on the streets," he said. "What I'm saying is that we have to have a broker that's going to lead these kids by the hand.

"That's hard to understand for a lot of people. But a lot of these kids have got to be taken by the hand to alternative (programs)."

Peña said black and Hispanic families deserve some of the credit for keeping more of their children in school.

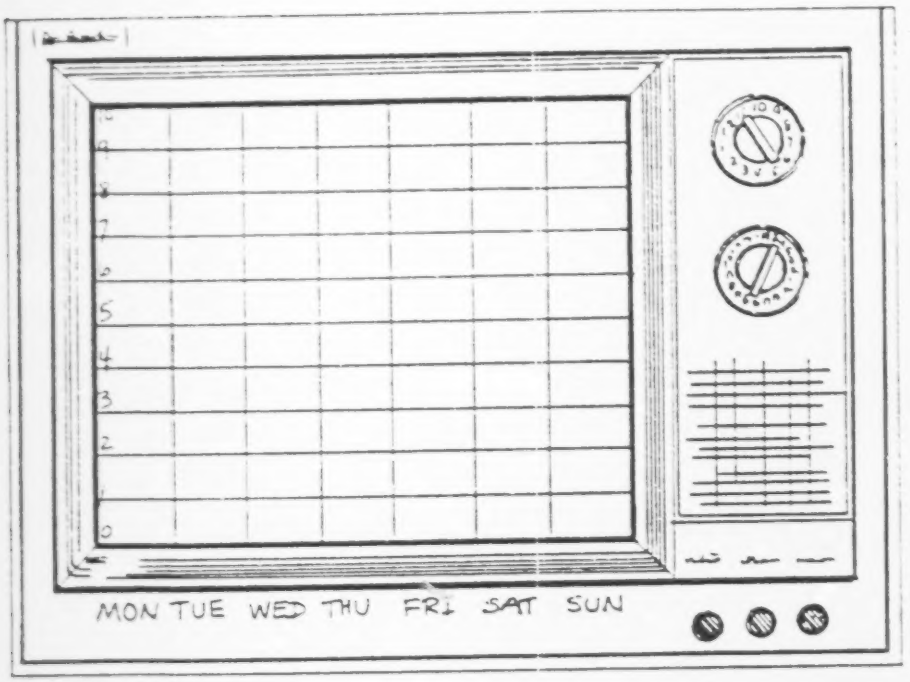
"The Hispanic community is more aware of the need for kids to get a good education. After all these years."



BEST COPY AVAILABLE

# DESIGN A GRAPH

You are now ready to do some graph designing on your own. In addition to the graphs you have studied you can devise other ways to make your graphs more interesting and eye-appealing by the addition of suitable frames such as the one in the example below.




## HOURS OF TELEVISION WATCHED FOR ONE WEEK

The next time you have a report to do, instead of using tables or columns of statistics, try a graph instead.

## CRITICAL THINKING SKILLS

1. Get the big picture.
2. Find patterns. (Classify; find order or sequence.)
3. Make comparisons. (How are they the same or different?)
4. Question: find cause and effect. (How? Why?)
5. Make connections. (How is this useful in another class or on the job or at home?)
6. Apply what you have learned--use it!
7. Evaluate how well it worked and make adjustments if necessary.

## ACADEMIC THOUGHT PATTERNS

(Source: Study and Thinking Skills in College by Kathleen T. McWhorter)

| Pattern | In-sentence clues | Between-sentence transitions |
|---|---|---|
| Order, sequence, process | in ancient times<br>at the start of the battle<br>on September 12<br>the first Homo sapiens<br>later efforts | then, later, first, before, during, by the time, while, afterwards, as, after, thereafter, meanwhile, at that point |
| Order of importance | is less essential than...<br>more revealing is...<br>of primary interest | first, next, last, most important, primarily, secondarily |
| Spatial order | the center, the lower portion, the outside area, beneath the surface | next to, beside, to the left, in the center, externally externally |
| Classification | There are several kinds of...<br>There are numerous types of...<br>can be classified as...<br>is composed of...<br>comprises... | finally, another, one type of |
| Cause and effect, Problem-solution<br>Why? Because.<br>direct order = cause first, then effect<br>reverse order = effect first, then cause | causes, creates, leads to<br>leads to, results in,<br>stems from, produces<br><br>since..., why..., would...,<br>if...then, why does... | therefore, consequently, hence, for this reason, since,<br><br>whereas,<br>consequently, as a result |
| Comparison (same) | ...similarities between<br>is as powerful as...<br>like Reagan, Bush...<br>both Bush and Reagan...<br>Bush resembles Reagan in that... | in a like manner,<br>similarly,<br>likewise<br>correspondingly<br>in the same way |
| Contrast (different) | unlike, less, contrasted<br>differs | in contrast, however, on the other hand, as opposed to |

# SIGNAL WORDS AND PHRASES

Major details are often indicated by **signal words and phrases** (sometimes called transitions). For example, the word "finally" usually indicates that the author is about to state the final point. In the sentence you just read, the signal phrase "for example" is used to indicate that an example follows.

The following signal words and phrases are grouped according to their function.

**Words that signal time or order of importance.**

| | | |
|---|---|---|
| first | finally | before |
| in the first place | when | after that |
| second | then | later on |

**Words that signal contrast or an opposite point:**

| | | |
|---|---|---|
| however | in contrast | despite |
| but | by contrast | although |
| on the contrary | in spite of | nevertheless |

**Words that signal the conclusion of an idea:**

| | | |
|---|---|---|
| in conclusion | to sum up | finally |
| therefore | in short | as a result |
| consequently | in summary | |

**Words that signal the same or similar idea:**

| | | |
|---|---|---|
| and | more than that | likewise |
| furthermore | also | similarly |
| moreover | in the same manner | |

**Words that signal causes and effects:**

| | | |
|---|---|---|
| because | due to | consequently |
| since | therefore | as a result |

**Words that signal examples:**

| | | |
|---|---|---|
| for example | for instance | to illustrate |

**A NOTE OF CAUTION:** Even though major details are often introduced by signal words and phrases, authors also use them for other purposes. Therefore, you need to read carefully; don't assume that behind every signal word is a major detail.

Source: Read and Respond by Janet P. Swintor and William J. Agopsowicz, 1992



BEST COPY AVAILABLE

# ESSENTIAL SKILLS OF THINKING

## Bloom's Taxonomy (1956)

COGNITIVE DOMAIN

| | |
|---|---|
| KNOWLEDGE | ability to remember previously learned material |
| COMPREHENSION | ability to grasp meaning of the materials |
| APPLICATION | ability to use learned material in new situations |
| ANALYSIS | ability to break down material into component parts so organizational structure is understood |
| SYNTHESIS | ability to put parts together to form a new whole |
| EVALUATION | ability to judge the value of material for a given purpose |

## Krathwohl's Taxonomy (1964)

AFFECTIVE DOMAIN

| | |
|---|---|
| RECEIVING | student's willingness to attend to particular phenomena or stimuli |
| RESPONDING | the active participation on part of the student |
| VALUING | the worth or value a student attaches to a particular object, phenomenon or behavior |
| ORGANIZATION | bringing together different values, resolving conflicts between them, beginning to build an internally consistent value system |
| CHARACTERIZATION BY A VALUE OR VALUE COMPLEX | individual has developed a value system that controls his/her behavior and has developed into a characteristic "life style" |

Adapted from: Norman E. Gronlund. Stating Behavioral Objectives for Classroom Instruction. London: Macmillan Company, 1970, 20-23.

BEST COPY AVAILABLE

# DECISION MAKING STRATEGIES

**Impulsive:** Takes the first alternative available without looking at other alternatives or collecting information. "**Decide now; think later.**"

**Intuitive:** Based on feelings and emotions. "**It feels right.**"

**Delaying:** Postponing thought and action until later. "**I'll think about it tomorrow.**"

**Fatalistic:** Leaving decisions to the environment or fate. "**Whatever will be, will be.**"

**Compliant:** Going along with the plans of someone else without making an independent decision. "**If it's okay with you, it's okay with me.**"

**Paralytic:** Unable to set the process in motion in order to make a decision. "**I know I should, but I just can't seem to get started.**"

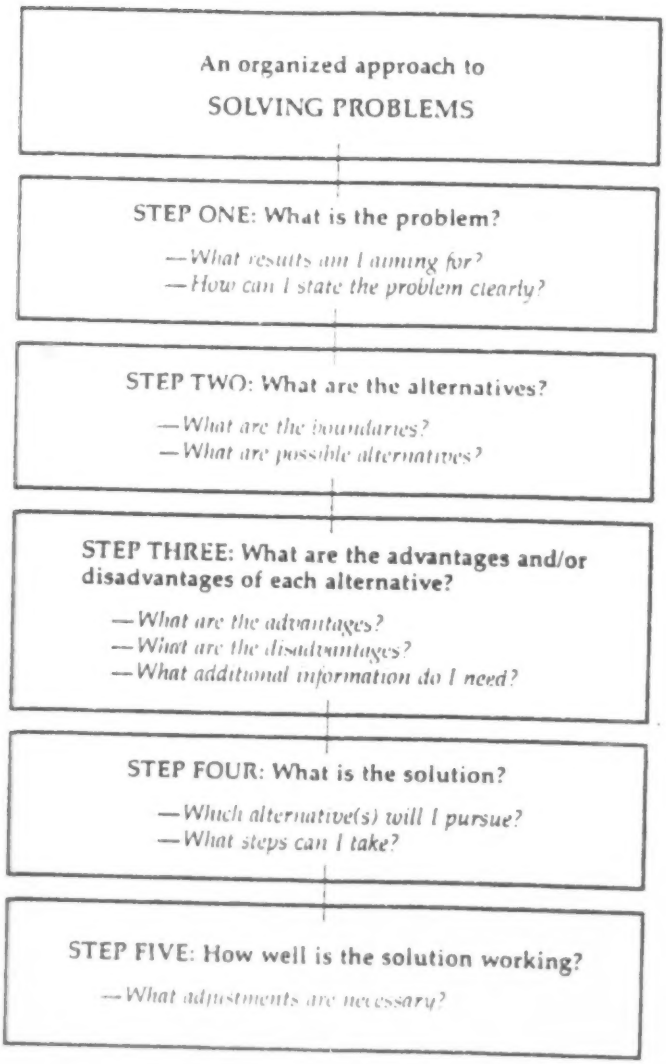
**Agonizing:** Gets lost in gathering information and analyzing alternatives. Never advances to a decision point. "**I can't make up my mind.**"

**Habitual:** Based on habits without much thought. "**I've always done it this way.**"

**Planful:** Systematic following of decision making strategies that can be used every day. "**Let me take the time to make a thoughtful decision.**"

Source: Unknown

# Solving Problems


An organized approach to
SOLVING PROBLEMS
STEP ONE: What is the problem?
—What results am I aiming for?
—How can I state the problem clearly?
STEP TWO: What are the alternatives?
—What are the boundaries?
—What are possible alternatives?
STEP THREE: What are the advantages and/or disadvantages of each alternative?
—What are the advantages?
—What are the disadvantages?
—What additional information do I need?
STEP FOUR: What is the solution?
—Which alternative(s) will I pursue?
—What steps can I take?
STEP FIVE: How well is the solution working?
—What adjustments are necessary?

Source: John Chaffee, Thinking Critically, 2nd ed. Boston: Houghton Mifflin Company, 1988, 64.

BEST COPY AVAILABLE

# Thinking Critically

Thinking for Ourselves
Thinking Actively
THINKING CRITICALLY
Our active, purposeful, and organized efforts to make sense of our world by carefully examining our thinking and the thinking of others in order to clarify and improve our understanding
Being Receptive to New Ideas
Discussing Our Ideas in an Organized Way
Supporting Our Viewpoints with Reasons and Evidence

Source: John Chaffee, Thinking Critically, 2 ed. Boston: Houghton Mifflin Company, 1988, 28.

BEST COPY AVAILABLE

# DECEPTIVE ADVERTISING TECHNIQUES

1. **SOME ADS LIE**. The seller or maker of a product simply does not tell the truth about the product.

2. **SOME ADS TELL HALF THE TRUTH**. This type of advertising misleads the buyer. The ad will SUGGEST that something is true. An ad may say just enough to make you say the rest. Sometimes the ad may tell you only half of what you need to know.

3. **SOME ADS WILL APPEAL TO YOUR EMOTIONS**:
   a. desire to look and feel younger (or older), sexy, handsome
   b. identification with family, friend, country, a TV star
   c. memories of "down home" and "the good ol' days"
   d. your need to be part of the crowd

4. **SOME ADS ARE FILLED WITH GLOWING GENERALITIES**. These ads tell you that a product is WONDERFUL, GREAT, FANTASTIC, SUPER, BETTER THAN EVER! but they give no proof or specific information.

5. **SOME ADS APPEAL TO YOUR SENSES**, especially touch and taste. "Cotton Cloud" Soap makes your towels feel soft and fluffy. "Lemon-Lime Lemonade" tastes "lemony," "limey," and delicious!

6. **SOME ADS USE BANDWAGON APPEAL**. These ads suggest that you should not miss out on something that lots of other people are doing or buying.

7. **SOME ADS IMPLY**. They suggest something that is not said. They imply that if you use their product you will get the man, woman, job, etc. of your dreams.

8. **SOME ADS USE SUPERLATIVE CLAIMS**. These express opinions not facts. They usually refer to taste, beauty, aroma, or style and they cannot be proved or disproved. Statements include "the most effective", "the greatest ever", or "the best taste".

9. **SOME ADS USE MEANINGLESS PHRASES**. These include the no-promise promises as "may help" or "may actually reduce" which do not promise anything.

10. **SOME ADS USE GUILT**. These suggest that if you are not using their products you are not living up to proper standards for keeping your bathroom clean, your children well-fed, and your husband's collars perfectly white.

## Good Thinking vs. Poor Thinking

| ASPECT: | THE GOOD THINKER: | THE POOR THINKER: |
|---|---|---|
| General Traits | • Welcomes problematic situations and is tolerant of ambiguity.<br>• Is sufficiently self-critical; looks for alternate possibilities and goals; seeks evidence on both sides.<br>• Is reflective and deliberative; searches extensively when appropriate.<br>• Believes in the value of rationality and that thinking can be effective. | • Searches for certainty and is intolerant of ambiguity.<br>• Is not self-critical and is satisfied with first attempts.<br>• Is impulsive, gives up prematurely, and is overconfident of the correctness of initial ideas.<br>• Overvalues intuition, denigrates rationality; believes that thinking won't help. |
| Goals | • Is deliberative in discovering goals.<br>• Revises goals when necessary. | • Is impulsive in discovering goals.<br>• Does not revise goals. |
| Possibilities | • Is open to multiple possibilities and considers alternatives.<br>• Is deliberative in analyzing possibilities. | • Prefers to deal with limited possibilities; does not seek alternatives to an initial possibility.<br>• Is impulsive in choosing possibilities. |
| Evidence | • Uses evidence that challenges favored possibilities.<br>• Consciously searches for evidence against possibilities that are initially strong, or in favor of those that are weak. | • Ignores evidence that challenges favored possibilities.<br>• Consciously searches only for evidence that favors strong possibilities. |

Source: Arthur Costa, Ed., Developing Minds: A Resource Book for Teaching Thinking. Alexandria, VA: Association for Supervision and Curriculum Development, 1985, pp. 47.



BEST COPY AVAILABLE

# FREQUENTLY MISPRONOUNCED WORD LIST

The following is a list of words frequently mispronounced. Learn to say them correctly, concentrating on the vowels shown in the correct and incorrect rhyme word:

The Top 10:

| Word | Correct Rhyme | Incorrect Rhyme |
|---|---|---|
| just | must | mist |
| get | bet | bit |
| for | ore | fur |
| again | pen | pin |
| any | penny | skinny |
| poor | sewer | pore |
| sure | sewer | per |
| your | sewer | per |
| catch | latch | fetch |
| can't | pant | paint |

Source: Creative Communication by Fran Averett Tanner

DIALECTS--Group #1

Definitions:

**Language** is an orderly and logical system with rules which helps us communicate our ideas and feelings.

**Dialect** is the local form of a language. It is non-standard and informal.

Exercise: Choose the correct word.

1. I'm going to eat a (submarine sandwich, hoagie, poor boy, big boy.)
2. Let's buy some (pop, soda water.)
3. Put the groceries in a (sack, bag.)
4. Carry the water in the (bucket, pail.)

Discuss: Is one dialect better than another? What problem in communication might occur between two people speaking different dialects?

DIALECTS--Group #2

Definitions:

**Language** is an orderly and logical system with rules which helps us communicate our ideas and feelings.

**Dialect** is the local form of a language. It is non-standard and informal.

Exercise: Which is correct?

1. a. I can't do my homework.
   b. I cain't do my homework.
2. a. Boys, I want y'all to be in group three.
   b. Boys, I want you to be in group three.
3. a. Anyway, I was too tired.
   b. Anyways, I was too tired.

Discuss: Who decides what vocabulary and grammar and accent will be considered standard, or "correct," in a given society?

DIALECTS--group #3

Definitions:

**Language** is an orderly and logical system with rules which helps us communicate our ideas and feelings.

**Dialect** is the local form of a language. It is non-standard and informal.

Exercise: If you were a teacher and one of your students said, "I don't got no paper," what would your reaction be?

a. I would say, "You don't got no paper? OK, here's some."

b. I would correct his grammar.

c. I would think to myself that this student will never be any good.

d. I would say, "You don't have any paper? OK, here's some."

e. I would give this student an F in English.

Discuss: Can the use of non-standard English ever lead to discrimination? Can you think of an example where it would be very important to use standard English?

DIALECTS--Group #4

Definitions:

**Language** is an orderly and logical system with rules which helps us communicate our ideas and feelings.

**Dialect** is the local form of a language. It is non-standard and informal.

Exercise: Have you ever heard someone say, "I just speak 'Tex-Mex.' I can't speak Real Spanish?" What is your reaction to that statement?

Discuss: Why do societies decide to have a standard language that is taught as "correct?"

Study guide on Dialects

1. What is a dialect?

3. Examples of how dialects differ:
   a.

   b.

   c.

2. Who determines whether a form of language is considered standard or non-standard?

3. Why do societies want to have standard languages?

4. Are dialects good or bad?

5. List at least two disadvantages of using dialects in society.

6. List at least two times when dialects are appropriate to use in society.

7. When using dialects, what things should you consider?

Assignment: Write a 200 word essay on the advantages and disadvantages of having a standard language.

GED PLUS
WHERE TO FROM HERE?

1. Complete the JTPA certification process:

   A. Bring in all required documentation

   B. Return to sign final application form

      This Friday 2/10/95 between 8:30-10:00 in Room 217.
      (this should take only 10-15 minutes per person)

2. Take Test of Adult Basic Education (TABE):

   A. Next session Monday 2/13/95 at 9:45 am in Room 217.
      (This will last until 11 or 11:30.)

   B. You will be told when to return for the scores and your class assignment/schedule.

3. Begin Attending Classes:

   A. Classes help you work on skills from the basic reading, writing, and math level up to GED preparation. Your instructor will choose materials and activities with you, based on your TABE scores and your demonstrated skills.

   B. Prepare for and take GED tests.

      It is important to acknowledge that our students have different strengths and weaknesses, and will not all be taking the GED tests at the same time nor in the same order. Some of you have already passed some of them, while others may not be aware of what the tests will be like.

      How long it takes you to study for and pass the GED tests will depend on your motivation, class attendance, the actual work you do each day, your current skill level in Reading, Writing, Math as well as reasoning skills, and any other factors that may affect your learning (for example, any learning disabilities, personal problems, health issues, etc that interfere with your progress). We want all of you to be successful, and that will depend on your letting us and your instructors know about any special needs you have.

   C. Along with your regular classes, you will have the opportunity to attend some group or individual sessions with Lorna, the GED Plus instructor. These will be designed to help with your academic needs, especially in Math and Writing.

4. Complete a Vocational Assessment:

Dates, Times, and Location to be announced.

What does "vocational assessment" mean?

It involves a series of question/answer and hands-on activities relating to your abilities, interests, aptitudes, and values and how they fit together and point to certain careers/occupations that you might find satisfying and that you could be successful in.

Typically, you will receive a printout of information that you can use to guide you as you gather additional career information.

****NOTE: to be officially enrolled in GED Plus and to continue to receive GED Plus services, you must have made arrangements for #1-#4 above.**

5. Career Planning

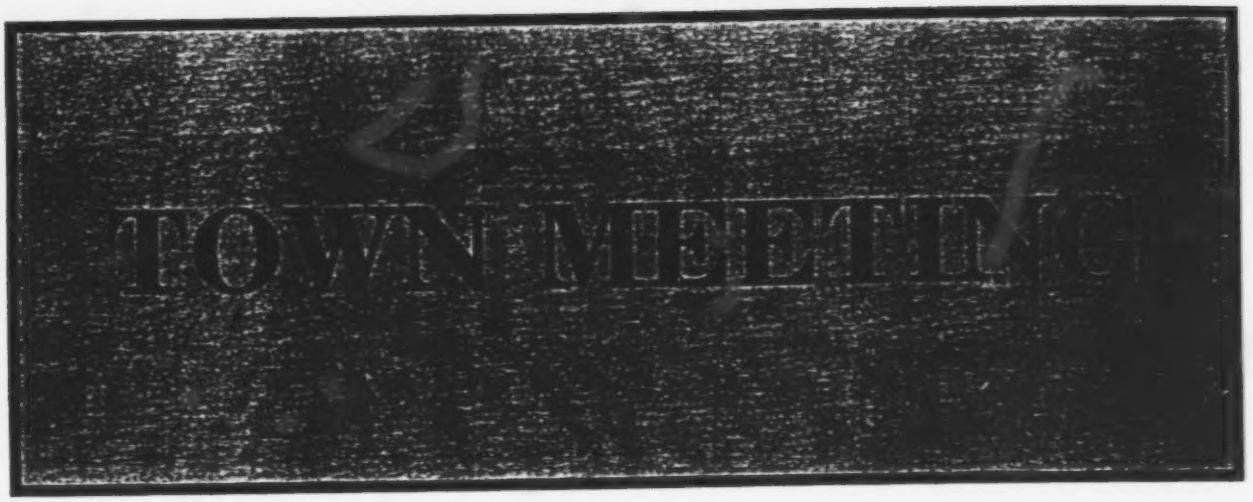
This is the fun stuff!! You get to take the results from your vocational assessment, along with your own plans and goals, and turn them into an action plan that leads to your ideal job.

Questions you will consider:

-Am I going to college?
-Do I go for a certificate, associate degree, bachelors degree...?
-Is there a local technical/occupational training program that offers affordable short-term traing for my area of interest?
-What are the companies I want to work for looking for in the people they hire?
-Could I get into UT, HT, SWT, St. Ed's, or other out of town or out of state colleges? How?

GED Plus project staff will be offering class sessions to assist you in your educational/career planning, as well as referring you to appropriate ACC and community resources that could help you.

It will be up to you to make arrangements to attend them so that you may take full advantage of your resources.




*Facilitator*

***Dr. Stephen B. Kinslow, Vice President***
***Rio Grande/Eastridge Campuses***

Wednesday, February 22 -- 10:00 a.m.
Eastridge Campus Student Lounge